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ABSTRACT

This is the fourth of eight volumes consisting of series of publications of the Center for the Study of Liberal Education for Adults (CSLEA), such as Notes and Essays, Research Reports, Occasional Papers, and Conference Reports. These materials provide both theory and practice in the area of non-credit adult liberal education offered by colleges and universities. This volume contains seven issues in the CSLEA Research Report Series from 1959-63. Titles include (1) New Directions for Alumni: Continuing Education for the College Graduate, (2) New Directions in Degree Programs Especially for Adults, (3) The Vassar Institute for Women in Business, (4) University Adult Education in the Arts: A Descriptive View of Programs, (5) The Audience for Liberal Adult Education, (6) Administrative Practices in University Evening Colleges, and (7) Never Too Late for College: The Brooklyn Degree Program for Adults. (YLB)

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HISTORICAL PERSPECTIVES OF CSLEA

Volume 4

Reports Series: 1959-1963

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Preface

In the two decades following World War II there was a surge of movement in the field of adult education. Among the exciting developments was the interes in liberal adult education which was encouraged and substantially supported by the Fund for Adult Education. The F.A.E. in return provided leadership and financial support to the Center for the Study of Liberal Education for Adults. The primary concern of CSLEA was to provide leadership and specific assistance by resources to colleges and universities to assist them in developing non credit programs in the area of liberal education for adults. During the period the staff initiated and often conducted many seminars and workshops. They also provided consultative services to colleges and universities as they developed programs in liberal education for adults.

Another contribution was the publication of series such as Notes & Essays, Reports, and Occasional Papers. The publications are generally accepted by educators of adults -- nationally and internationally -- as being some of the finest in terms of both theory and practice.

Many publications are now out-of-print and indeed in some cases even our copy is difficult to locate. The requests for copies of CSLEA and other statements are frequently received. Accordingly copies of these documents have been collected and compiled into several volumes. A copy of each volume is being sent to ERIC for their distribution. In this way these valuable publications may be made available to practitioners as well as researchers in adult and continuing education.

Mr. Ralph Brockett and Mrs. B. J. Vaughn have been particularly helpful and diligent in preparing these volumes.

Alexander N. Charters
May, 1980

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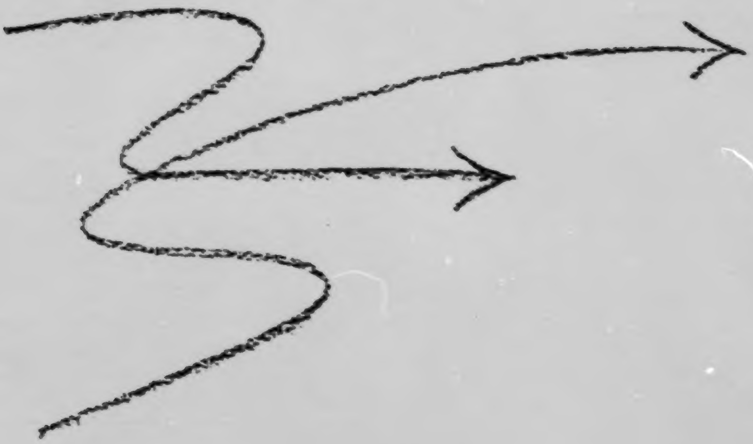

New Directions for Alumni:
Continuing Education
for the College Graduate

By ERNEST E. McMAHON

Dean, University College and University Extension Division
Rutgers • The State University of New Jersey

Co-sponsored by THE AMERICAN ALUMNI COUNCIL

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CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS
July, 1960

HE CENTER *for the* STUDY OF LIBERAL EDUCATION FOR ADULTS was established as the result of a grant from the Fund for Adult Education to work with the universities providing liberal education for adults. The official purpose of the Center is to "provide aid and leadership to the forces that can develop the evening college and extension movement into a more effective instrument for the liberal education of adults." Communications may be addressed to the Director, 4819 Greenwood Avenue, Chicago 15, Illinois.

Publications of the Center are listed on the inside covers, with information as to how they may be obtained.

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PREFACE

This book is a meeting point between two parallel lines of endeavor, alumni relations and adult education. Both are essentially allied with American higher education, but are not wholly within the usual context of educational institutions. Both are concerned with adults whose formal education is completed. Both have suffered negative reputations in many minds on the ground that they have tended to put trivialities above substance; but both fields are winning new respect today.

One reason for the increasing acceptance, in full educational partnership, of both alumni work and adult education is their common interest in the continuing education of the college graduate. For many alumni associations, attention to the intellectual interests of alumni has brought a logical expansion which grows from, yet goes beyond, traditional alumni activities. With this new focus have come welcome by-products: a close working relationship with the faculty, an appeal to a segment of alumni rarely reached before, and perhaps ultimately a worthy service to society. For adult educators, the same programs offer new grounds for experimentation with solid, high-level content.

A question not yet answered is the ultimate working relationship between alumni work and adult education which will result from this common interest. So far, as Ernest McMahon's work shows, the answers are various—here the extension division runs a program, there the alumni association, often the two together, sometimes a different office. Diversity is a hallmark of American higher education, and perhaps it will prove the final pattern here as well. We should not worry about who gets the credit, so long as the job gets done.

Continuing alumni education seems now to be a surging new force in alumni relations. The statistics of 1957 and 1958 quoted in this book are already out of date—they probably record only the start of a trend. New programs in continuing education, going under many names, are springing up on scores of campuses. No one pretends that they are of uniform quality, nor that all will survive. But they are a start, and a healthy one.

Many will find guidance here for improving the continuing education programs already begun. Others will read this book for practical assistance in getting under way. We in the American Alumni Council are equally interested in both these aims. Continuing education will not become a generally recognized part of alumni programs until these efforts are more widely diffused than they are today; the present spurt of interest could prove only a fad unless the good starts of recent years grow into educational maturity. The present years are pivotal for continuing alumni education. Ernest McMahon, who brings unusual qualifications to the task, makes here an important contribution to its future growth and value. We are grateful to the Center for the Study of Liberal Education for Adults for this opportunity to join with them in sponsorship and distribution of this study.

Ernest T. Stewart
The American Alumni Council

Washington, D. C.
May, 1960

INTRODUCTORY NOTE

In this essay Ernest McMahon skillfully demonstrates that American higher education has begun to give full meaning to the concept of "continuing education." Although continuing education for the college graduate is not a new phenomenon in educational circles, we see in this document the emergence of a concerted movement to effect a rapprochement between the traditional activities of the alumni office and the ever-growing adult education, extension, and continuing education departments of universities and colleges.

Ernest McMahon has brought to this task the wisdom of experience, which comes from his present long term as Dean of University College of Rutgers, the State University of New Jersey, and his past tenure as Alumni Secretary there. In addition, he is a past President of the National University Extension Association and an active member of the Association of University Evening Colleges, the two national associations concerned with the continuing education of adults at the university level.

The Center for the Study of Liberal Education for Adults is happy to join with the American Alumni Council in presenting this latest in the CSLEA New Directions Series to the American university public.

A. A. Liveright, Director
Center for the Study of Liberal
Education for Adults

Chicago, Illinois
May, 1960

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CHAPTER I

PIONEERS IN ALUMNI EDUCATION

There may be a land far away in which college graduates continue to study throughout their lifetimes, to discuss objectively the critical economic and social issues of the day, and to participate actively in attempts to solve the apparent problems of city and farm. Once upon a time, college graduates may have behaved that way in the thirteen colonies or in the United States, but no such claim is made on their behalf today.

To the contrary, there is a substantial body of opinion to the effect that the Commencement exercises frequently end the learning process for the American college graduate except for subsequent professional or business experiences. The alumnus rests secure in the knowledge that his degree has provided sufficient education, status, and economic propulsion to last a lifetime.

The Problem

The concern of this small volume is with one phase of the problem, which is: to what extent does the American college or university provide educational resources to aid the alumnus to continue his personal, political, philosophical, and social growth?

The corollary may be as easily asked. Has the American college or university a responsibility toward the continuing education of its alumni?

It is generally admitted that the American professional man reads the journals, attends lectures and clinics, and keeps pace with the developments in his field. His business counterpart does much the same thing. However, neither one has time to take an active part in civic affairs, either in public channels or in the many voluntary agencies. He has little time for serious attention to many of the pressing national and international problems, and he has no time at all for study of the background materials of economic and political theory. The study of literature is an undreamed-of luxury (from which he may be doubly dissuaded by clear recollections of English 319), and his only exposure to the performing arts is an annual duty pilgrimage, with spouse, to a musical comedy.

That the failure of the nation's more educated citizens to take a more active part in the nation's affairs results in serious national loss can not be disputed. Despite all of the hysteria which followed Sputnik, there has not been much change. Obviously, there is no simple solution to such a complex problem.

There is one step which has been taken, however, by many universities which recognize the problem and which also believe that the institution has a responsibility for alumni education. That step is the alumni college, alumni seminar, or other continuing education program especially designed for the alumni.

The alumni college usually is held on the campus in connection with Commencement or Homecoming Day, generally Commencement. Sometimes it precedes or follows Commencement as a separate entity; sometimes, the lectures and discussions of the alumni college are interwoven with the other events of the Reunion Week program. Occasionally, the alumni college is held at a separate time, independent of other alumni functions.

In length, alumni colleges vary from a single lecture to several days. Indeed, the most ambitious, a new program at the University of Wisconsin, is a month long, with attendance required for at least two weeks.

The general idea is to get the alumnus back into an organized learning situation of lectures and discussion, to center his attention on broad philosophic or social problems, and to stimulate his interest as well as to inform him.

Motives in Conflict

Proponents of the alumni college hope that the experience will provide a permanent stimulus and that the alumnus will become more active and more competent, that he will analyze current issues on a basis of information rather than on one of prejudice, and that he will contribute to a pool of informed leadership.

The sponsors of the projects believe that the college or university has a real responsibility for the continuing education of its alumni throughout life, an educational responsibility for assistance and direction which is not fully discharged by the formal undergraduate and graduate programs.

Obviously, there is another point of view, a position that the responsibility of the university for instruction ends when the individual is graduated. This position assumes that real or fancied educational shortcomings among the alumni are not the signal for a special continuing education program but, rather, for a more vigorous and more stimulating undergraduate or graduate program which will send the alumnus forth with a lifelong commitment to learning and the urge to apply that learning for the welfare of society.

That most institutions do not recognize a responsibility for the organization of a continuing education program for their alumni may be inferred from the fact that responses in the most recent survey, conducted in 1957, indicated only one-tenth of the eight hundred members of the American Alumni Council were involved in such activity.

Real conflict, however, does not center around acceptance or rejection of responsibility to conduct alumni colleges. The real conflict lies in skeptical doubt as to the motives of the ten per cent who do conduct such colleges. The positive aims of intellectual stimulation and personal growth were given above. The skeptic, though, can point to prevailing cynicism concerning the real reasons for the existence of some alumni colleges. Whereas the proponent makes sweeping claims for their contribution to home and country, the skeptic alleges that the programs exist only as another attraction to bring the alumnus back to the campus, to dull his senses with nostalgia, and to increase his likelihood of responding generously to the annual appeal for funds. He reinforces his argument by pointing to the superficial nature of many of the programs and by pointing, also, to the fact that many of the programs are the products of the alumni office and do not represent a broad institutional approach to the continuing education of the alumni.

The skeptics can find evidence.[1] Some fascinating statements appear in promotional material. One institution promised that the alumni college would close in time for the registrants to attend the President's reception and other events. Another introduced its program to "provide a reasonably priced vacation for ____ men and their families. . . . During the afternoon there will be an opportunity for golf, tennis, sightseeing, antiquing, and napping. The evening entertainment will also be informal, with bridge and other games available."

---

[1] The quotations which follow were taken from the Lending Library of the American Alumni Council, volume 160:21, a loose-leaf compilation entitled Continuing Alumni Education, On-Campus Programs, During or

The most interesting announcement was a brochure which featured the sales pitch: "A vacation weekend for the whole family—including the traditional ____ Alumni Day." Earlier, the alumni magazine of the same institution had announced the alumni college as follows:

> Undoubtedly the week-end which the Alumni Association is offering you is misnamed, but it's a beginning toward a tremendous possibility—the return of alumni for several days of brushing up on one's specialty, or refreshing oneself with a series of lectures or discussions, with plenty of recreation and the feeling of vacation—a vacation which the whole family can enjoy at small cost.
>
> . . . At any rate the Alumni College convenes on June 5 this year.
>
> You'll find a brief schedule of events on the back cover, with the only thing truly academic on Sunday afternoon.

The truly academic thing of this three-day alumni college was a schedule of three lectures at 2:00, 3:00, and 4:00 p.m.

The skeptics have a basis for their attitude.

Despite the Doubts

Regardless of where the truth lies between the advocacy of the proponents and the cynicism of the skeptics, it must be admitted that leaders in American thought have repeatedly stressed the need for increased participation in the public life of the nation by better informed citizens. The concern has been expressed for decades, and the concern continues. A growing urge to find a solution, an urge heightened by a shrinking world, stimulates increasing interest in the alumni college as a ray of hope.

College alumni are a significant fraction of the total citizenry, and

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Adjacent to Reunions. The institutions have not been identified because institutional attitudes may have changed.

the current activity of approximately one hundred universities in encouraging an informed awareness of current public problems through the provision of educational programs—no matter how limited—for their alumni may be a major contribution to American life. Ultimately alumni colleges may become the solution to the problem of stimulating the participation of the college alumnus in civic and political activities, with such programs customary in all colleges. Their origin, development, and trends merit attention.

The Beginnings

The beginnings of alumni education are buried somewhere in the ephemeral materials of alumniana of the past half century. President Ernest Martin Hopkins of Dartmouth has generally been credited with issuing the first call for organizing the education of alumni when he included the following remarks in his inaugural address in 1916:

> There will be few such possibilities of added vigor to the college as in the development of . . . the alumni movement until . . . the solicitude and the intelligence of the alumni,—more truly even than their financial means,—are directed to furthering the true interests of the college. . . .
>
> In urging that the alumni make a special effort to have their relations with the college based on continuing intimacy of contact I do not forget that a share of the responsibility for developing the alumni movement aright belongs to the college. . . . I am very sure that the contribution of the college to its graduates ought to be continued in some more tangible way than exists at present. . . .
>
> Contacts with what we broadly classify as the arts and sciences are less and less possible for men of affairs [because of the demands of the age]. . . . If the college, then, has conviction that its influence is worth seeking at the expense of four vital years in the formative period of life, is it not logically compelled to search for some method of giving access to this influence to its graduates in their subsequent years?
>
> It is possible that something in the way of courses of lectures by certain recognized leaders of the world's thought, made available for alumni and friends of the college during a brief period immediately following the Commencement season, would be a step in [the direction of establishing a procedure whereby the college "can periodically throughout their lives give" the alumni "opportunity to replenish their intellectual reserves."] Or it may be that some other device would more completely realize the possibilities. It at least seems clear that the formal educational contacts between the college and its graduates should not stop at the end of four years, never in any form to be renewed.[2]

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[2] The Inauguration of Ernest Martin Hopkins (Hanover: Dartmouth

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Purposes of Alumni Relations

Eight days after the Hopkins address, President Alexander Meiklejohn of Amherst College made a similar plea in which he decried the lack of thought given the important subject of the relationship between the college and its graduates. Speaking at the 150th anniversary exercises of Rutgers College, he said:

> Before us there yet lie . . . the days in which the college shall become conscious of its own strength, shall search its heart and bring together all its yearnings, its impulses, its motives into one resolute purpose, the well-defined task of higher education in a democratic civilization.
>
> . . . I should like to mention one of the phases of college life in which the lack of correlation is clearly and painfully evident. It is that of the relations between the college and its graduates. Here . . . we have hardly begun to think of the principles and purposes involved.
>
> Is it not true that our demands upon the alumni are almost wholly external and quantitative? Who is the loyal graduate of a college? Is he not, in our common view, the one who sends us more students, who attends the alumni banquet, who organizes the alumni council, who makes gifts of money or of buildings to the college which he loves? . . .
>
> Or again, one of our most common tests of the graduate's contribution to his college is his success in some chosen activity. . . . If a college has trained good lawyers and doctors and ministers and business men it is a good college and nothing more need be said. . . .
>
> [The real test of a graduate's loyalty is that] of membership in a college community. If the college has given itself up to the pursuit of knowledge and appreciation philosophic, literary, scientific, humanistic, no man who has ceased from that pursuit is in any genuine sense a member of the college community. I sometimes think that the *only real test* of our teaching is that of the extent to which pupils continue to study our subjects after they leave us.
>
> . . . I am dreaming of the college community as a body of thousands of men—teachers, graduates, undergraduates—all of whom are engaged in the same intellectual operation, in the same great enterprise of the mind.[3]

College, 1916), pp. 63-69. For identification of Hopkins as first advocate of continuing alumni education, see Wilfred B. Shaw, "Recent Progress in Alumni Education," *Report of the Seventeenth Annual Conference* (Ithaca: American Alumni Council, 1930), p. 42.

[3] *Rutgers College, The Celebration of the One Hundred and Fiftieth Anniversary of Its Founding as Queen's College* (New Brunswick: Rutgers College, 1917), pp. 118-21. The date of the address was Saturday, October 14, 1916. Underlining added.

The First Known Case

Certain activities at Yale University had apparently gone unnoticed by the two presidents cited above, for Edwin Rogers Embree of Yale had reported on an alumni education program as early as 1913 at the second meeting of the Association of Alumni Secretaries. In a general discussion of institutional services for alumni, Embree had commented in part as follows:

> [Yale is carrying on] a unique extension work unknown to western institutions, trying to work out a plan for the continuous development of the individual. The A.M. is given to Yale A.B.'s in absentia for a course of reading at least three years after the A.B. . . . It is a stimulus for definite work in certain lines. Many take it in English. A thesis or examination is required. It has kept the graduates interested.[4]

Embree further stated that the Yale Review, "a scholarly and literary review of the times," tied the intellectual interest of the alumni to the university. He also reported on the organization of advisory committees for the university departments as a means of fostering alumni interest in the academic work of Yale.

At the conference in the following year, Embree reported that the Master of Arts degree had been replaced by a certificate issued by the University. The reading plan, however, was continued, and Embree said that the work required was "approximately equal to a full year of graduate work in residence." He also pointed out that "the machinery of this course was handled by individual professors at Yale who are ready and willing to take up the extra work involved" and who were not reimbursed for the work.[5]

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[4] Report of the Second Conference, Chicago, November 21 and 22, 1913 (Ann Arbor: Association of Alumni Secretaries), p. 73. Following information from the same source and p. 74. The Association of Alumni Secretaries was a predecessor organization of the American Alumni Council. Embree's claim of extension activities on behalf of an eastern institution is interesting to note. The "Wisconsin Idea," generally accepted as the beginning of modern university extension, had been implemented in 1906.

[5] Report of the Third Conference, New York, November 19 and 20, 1914 (Ann Arbor: Association of Alumni Secretaries), p. 69. It is noted that the first conference of the Association apparently passed without mention of alumni education. The proceedings recorded much discussion of alumni publications, class reunions, geographic organizations, and similar professional topics but made no reference to educational programs for alumni.

Amherst

Apparently President Meiklejohn followed through on his anniversary remarks at Rutgers, for Amherst seems to have been the first college in which an educational program was developed by the alumni organization. Looking toward celebration of its one hundredth anniversary in 1921, Amherst became concerned with the lack among alumni of definite information about the college, and consequently called a special meeting of the Alumni Council, November 7-9, 1919. Frederick S. Allis, secretary of the Council, reviewed the efforts as follows:

> The conference was presided over by Dean Frederick J. E. Woodbridge of Columbia University. The theme of the first session on Friday morning was "the educational work of the college." Talks were presented on mathematics and the natural sciences, philosophy and the humanistic sciences, and languages and literature."[6]

The subject matter presentations were followed by small group meetings in the seminar rooms of the library.

By the time of its eighth annual meeting in 1921, the Amherst Alumni Council received a proposal for "directed reading courses, group conferences at Amherst and elsewhere, and the loan of books from the college library" which was referred to "a joint faculty and alumni committee which has had the benefit of the counsel of Mr. Albert Mansbridge of London, one of the leading authorities on the adult education movement in the world."[7]

Adult Education. Not only was the Amherst program the first one organized through an alumni association, but it was also the first continuing education program for alumni identified as part of the adult education movement rather than solely as a device to keep the alumni in closer touch with alma mater. Allis' identification of the activity with the adult education movement is even more noteworthy because it antedates the formal organization of adult education in this country by five years.[8]

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6. Report of Ninth Annual Conference, Urbana, May 4-6, 1922 (Ithaca: Association of Alumni Secretaries), p. 127. Following information from same source, pp. 127-32.

7. Albert Mansbridge was the founder of the Workers' Educational Association of England and its general secretary from 1903 to 1915.

8. Morse A. Cartwright, Ten Years of Adult Education (New York:

Furthermore, Allis indicated that Amherst had a positive and favorable view of the intellectual interest of her alumni when he said:

> We expect to proceed on the theory that a substantial group of alumni have an intellectual interest; and it is our task to find out that interest, and having done so, to contribute to its development in the best way possible.

Emphasis on Liberal Education. When Allis reported three years later on the success of the program, he emphasized the liberal concept in his statement that the Amherst idea could be expressed as follows:

> A liberal college succeeds only insofar as it develops in its students some permanent intellectual interest. The responsibility of the college with the carrying on of such an interest ought not to end with graduation.[9]

Response. Amherst drew a good response from its alumni. By 1925, the second year of the program, 358—among 5,300 graduates and former students—were actively engaged in continuing their intellectual pursuits. More than a thousand had indicated interest in response to the initial circularization, and 285 had registered in the first year.

The distribution of enrollments is interesting: economics 25%, philosophy 18%, history 13%, literature 13%, science 13%, political science 7%, religion 7%, miscellaneous 4%. In science and political science all the registrants received personal letters from the assigned faculty; in the other fields, book lists were prepared. An evaluation by the participants indicated that 70% were enthusiastically in support, 14% reported failure of the program to meet their needs, 6% were disappointed with progress to date, 10% were registered but inactive.

In the second year the program was changed to provide printed reviews of two or three books per mailing with a synopsis on such timely topics as the World War I reparations problem and the Dawes Plan.[10]

The Macmillan Co., 1935), p. 13. Cartwright gives 1926 as the date of formation of the American Association for Adult Education. Cartwright was apparently unaware of the interest of the Alumni Secretaries in adult education because he opens his book with the statement, "Before the month of June, 1924, the term 'adult education' was not in use in the United States of America." p. 1.

[9] Report of Twelfth Annual Conference, Bethlehem, April 23-25, 1925 (Ithaca: Association of Alumni Secretaries), p. 33. Following information from same source, pp. 33-36.

[10] The Dawes Plan for facilitation of German reparations pay-

Vassar—The Alumnae House

Vassar appears to have been the first institution to break away from and go beyond the reading list approach, with the dedication in 1924 of the Alumnae House as a residential center for alumnae education. Indeed, the whole current movement for continuation study centers among universities concerned with adult education may be a direct outgrowth of the Vassar concept of Alumnae House as the focal point for adult education of alumnae and their friends.

The new dimension of intensive, residential instruction, as added by Vassar to the developing pattern of alumni education, was reported by Harriet Sawyer as follows:

> With an educational secretary whose job it is to draw back to the Alumnae House and to Vassar as many alumnae as possible . . . we have had up to the present time six educational conferences. . . . We had one last summer of ten days. There were two lectures a day, regular lectures by the heads of the History and Psychology departments. One was on "Humble Records of Domestic Life," and the other on "Recent Advances in Psychology." This was attended in all by some thirty-five alumnae and their friends.[11]

The inclusion of friends—rather than a restriction of enrollments to alumnae—also appears to have been another first for Vassar.

Miss Sawyer further reported that weekend conferences had been held during the academic year on story-telling, the modern novel, and the eclipse of the sun, and there had been an eight-day euthenics institute.

Lafayette—The Alumni College

Although it is hard to see what essential difference exists between the ten-day "conference" at Vassar and the so-called "Alumni College," Lafayette coined a happy term to label such programs and subsequently was recognized as the creator of "the first alumni college, . . . in the spring of 1929, [which] established a precedent imitated or adapted by

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ments after World War I was devised by a commission headed by General Charles G. Dawes and became effective in 1924.

[11] Harriet Sawyer, "The Alumnae House," Report of the Twelfth Conference (Ithaca: American Alumni Council, 1925), p. 37. Following information from the same source. The building could accommodate a maximum of eighty-five persons.

some twenty institutions of all types. . . .[12]

Such colleges usually were held immediately after commencement, for a period of time which ranged from one day to three weeks, with faculty drawn largely from the regular staff. However, Beals reported three variations in format: (1) inclusive treatment of a single theme, as at Smith College; (2) division of academic responsibility between regular faculty and qualified alumni, as at Lafayette; and (3) application of the principles of the forum, as at Vassar.[13]

Extent

Although the first survey, in 1928, of continuing education programs for alumni among the member institutions of the American Alumni Council did not indicate widespread and intensive activity, the subject continued to receive mention at the Council's meetings. Two presidential comments are especially interesting.

President Lotus D. Coffman, of the University of Minnesota, reflected the sentiment which Allis had expressed six years earlier in relating the continuing education programs for alumni to the adult education movement. Coffman told the 1928 conference, "Still another thing to which alumni associations might devote more attention is the movement for continuing education, otherwise known as adult education."[14]

President Harry A. Garfield, of Williams College, was referring to alumni work in general when he made an interesting observation which may be especially applicable to the alumni college: he stressed the need for keeping the college as it was when the alumnus was a student. In amplifying the statement, he identified three periods of college years: (1) before the 1880's when there was a prescription of activities and all colleges were similar, (2) from the 1880's to World War I when there was a period of great freedom and the development of campus activities, and (3) since World War I when there had been reaction against the German pattern of student freedom and toward the model of the English university.[15] Because of the lapse of a third of a century President Garfield's three time periods are no longer of direct application in programming, but his thesis pointedly suggests that alumni colleges should be aimed toward specific classes, such as the twenty-five-year class, or contemporary groups of classes so that the alumni college program may reflect the regular college program of the participants' undergraduate days.

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[12] Ralph A. Beals, "The Alumni Association and Adult Education," Report of the Twenty-First Annual Conference (Ithaca: American Alumni Council, 1935), p. 64. Following information from same source, pp. 64-65.

[13] Beals' statement implies he was unaware that the Vassar program antedated that of Lafayette.

[14] Lotus D. Coffman, "The American College and Its Alumni," Report of the Fifteenth Annual Conference (Ithaca: American Alumni Council, 1928), p. 21.

First Survey of Programs

The first national survey of continuing educational programs for alumni was made in 1928 by Daniel L. Grant of the University of North Carolina among both member institutions of the American Alumni Council and non-members. In an AAC membership of approximately 250, plus 164 responding non-members, there were forty-nine institutions which reported past, present, or planned alumni education programs. Without attempting to eliminate duplicates resulting from multiple activities, his findings may be summarized as follows: twenty-five reported reading lists for alumni; seventeen conducted short courses, institutes, or clinics; twenty-five planned either to increase existing programs or to initiate such activity.[16]

Recent Surveys

Two recent surveys, made in 1956 and 1957, have been reported and show little change, in terms of percentages, over the participation reported by Grant.

Shoreham Conference. The 1956 survey, made by questionnaire among some seven hundred members of the American Alumni Council, was reported in detail in the working papers of a conference on continuing education for alumni held at the Shoreham Hotel in Washington in

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[15] Harry A. Garfield, "Educational Relations with Alumni," Report of the Thirteenth Annual Conference (Ithaca: Association of Alumni Secretaries, 1926), pp. 97-98.

[16] Daniel L. Grant, "The Continuation of Intellectual Relations," Report of the Fifteenth Annual Conference (Ithaca: American Alumni Council, 1928), pp. 198-99. The report of seventeen institutions with short courses, institutes, or clinics further suggests that Lafayette's 1929 Alumni College was a shrewd choice of name rather than a new program design.

April, 1956, under the joint sponsorship of the American Alumni Council and the Fund for Adult Education.[17]

Only 267 institutions replied. Of these, seventy-two reported current or past programs of continuing education for alumni, and 195 reported that they did not have and had never had such a program. Of the seventy-two with a current or past history of alumni educational work, forty-four rated their efforts as successful and sixteen as unsuccessful. Further, the questionnaire results indicated that the highest percentage of continuing education programs was among private women's colleges.

What the above results actually mean in terms of participation is not clear. Among the respondents it may be assumed that the forty-four successful ones, or about six per cent of the Council's membership, are still engaged in the work and that at least the sixteen unsuccessful, or two per cent, have withdrawn.

Mort Report. A year after the Ahrens study, the present-elect of the American Alumni Council circularized eight hundred members of the growing Council. His published analysis of the replies showed a substantial improvement of response over the Ahrens study, with 434 replies, or fifty-four per cent.[18]

Mort's respondents included 117 who reported some sort of back-to-the-campus programs of intellectual stimulation for alumni. The programs ranged in length from one seminar session to a full week. Since the Ahrens questionnaire specifically referred to continuing education programs for alumni, it may well be that sponsors of single seminar sessions did not respond. Consequently, the higher positive response obtained by Mort may not reflect an appreciable increase in activity over the situation as reported by Ahrens.

Participants

One shortcoming of the surveys is their failure to indicate the numbers of alumni involved and the ratio of such numbers of participants to the total number of eligible alumni. Also, the tabulations do not indicate the total number of alumni in the participating institutions as contrasted with the total number in the non-participating institutions. Although speculation about the number of participants may not lead to any significant or specific conclusions, it would be of interest to know what percentage of college graduates take advantage of such opportunities and to what percentage of the total number of college alumni such programs are available.

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[17] Robert J. Ahrens, "Working Papers," for the Shoreham Conference on Continuing Alumni Education, pp. 18-27. See also the conference report prepared by Robert J. Ahrens, Continuing Education for Alumni (Washington: American Alumni Council, 1958). Following information from the same source.

[18] Howard R. Mort, "Sixty Read a Book," American Alumni Council News, XXV, no. 4 (1958), 8-9. Following information from the same source.

It seems safe to conclude, with respect to the current extent of such programs, that relatively few college or university alumni are significantly touched by continuing education programs for alumni. On the other hand, can the importance of such an activity be measured solely quantitatively on the basis of numbers or percentages?

Also, large numbers of college alumni are engaged in continuing education, but they are not in programs specifically designed for them by alma mater and conducted by or in cooperation with their alumni associations. They are enrolled in extension classes, evening colleges, discussion groups, library seminars, adult schools, and other adult education enterprises.

For example, according to the project's director, Grazella P. Shepherd,[19] the majority of the 2,536 persons enrolled in the 131 Living Room Learning Courses of Cleveland College of Western Reserve University from 1955 to 1958 were college graduates. Also, Dr. Abbott Kaplan of the University of California pointed out that eighty per cent of the enrollments in the more than two hundred discussion groups of University Extension's study discussion program were college graduates.[20]

Similar reports are heard wherever evening college and extension administrators gather. What then, is the purpose of the alumni college, and what is or should be its relationship to other parts of the university?

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[19] 19. Progress Report of Living Room Learning (Cleveland: Women's Association of Cleveland College, 1958). See especially pp. 4 and 48.

[20] 20. Abbott Kaplan, "A Re-examination of Liberal Education in Evening College and Extension Programs," Proceedings (Pittsburgh: Association of University Evening Colleges, 1959).

CHAPTER II

DUAL PURPOSES

Sooner or later, the question of purpose must be faced. In the preceding chapter there was reference to an existing skepticism as to whether the alumni college was really conducted to provide an educational experience or merely as a lure to enrich the alumni weekend. It may not matter which is the case. As long as the educational experience is a rich one, there is no need to create an issue. The two reasons, providing continuing alumni education and stimulating alumni giving, are not incompatible. The alumni college may have a truly educational objective and yet—at the same time—it may be honestly and completely accepted as a means of drawing John Q. Alumnus closer to Composite U.[1] There does not appear to be a fundamental conflict between such dual purposes, any more than there is a conflict between an outstanding department of chemistry and the use of that department's activities as the basis of an appeal for philanthropic support. The critical issue in any educational program seems to be the quality of the program and the development of content to support the announced educational purpose. Promotional or development gains which follow may then be evaluated as worthy by-products.

Another consideration which appeared in the recital of early support for such programs was the argument that continuing alumni education is a responsibility of the college. To repeat the earlier inference, it appears—from the number of institutions without alumni colleges—that a real difference of opinion exists on this question. Acceptance of such responsibility involves the educational purpose of the entire institution and its total resources. Analysis of this claim can not be evaded.

A third consideration, which may or may not be directly related to purpose according to the specific situation in each case, is that of the relationship of the alumni college to other continuing education programs of the institution and its location in the administrative structure. It will be noted subsequently that many educational programs for alumni are conducted by extension divisions or other adult education services of the institutions involved. Attention will be given to the potential administrative issue of why an alumni office should conduct an adult education program when the institution already has a continuing education service for the public at large.

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[1] It is the writer's understanding that the mythical Composite U. was founded early in the history of the American Alumni Council by the late R. W. Sailor, editor of the Council's publications for many years.

Published Statements

There are persons with a firm conviction that one of the most direct ways to get at the problems of purpose is to look at the published statements of institutions. It may be well, then, to examine some of the statements set forth in connection with recent alumni colleges to see what the sponsors claim as the purposes of their programs.

The University of Wisconsin, in announcing its one-month long alumni college, clearly emphasized the educational purpose. Indeed, the college, which was conducted by the University Extension Division, was conducted at a time separate from the reunion and Commencement activities. The brochure which announced the college said the four-week program was "designed to serve mature men and women who are interested in returning to the campus for a period of intellectual stimulation and enrichment."

The 1958 residential program for alumni of Washington University in St. Louis also had experimentation in adult education as a goal. In commenting on that program, the Clearinghouse Bulletin of the Center for the Study of Liberal Education for Adults stated that the program was motivated by "a desire to develop adult education opportunities that will be truly liberalizing."[2]

Southwestern University at Memphis, which opens its alumni education programs to the alumni of other colleges, is credited with the purpose of wishing to stir, challenge, and thrill its alumni by an educational experience.[3]

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[2] Clearinghouse Bulletin, December, 1958, p. 1.

[3] Alfred O. Canon, "A New Obligation to Alumni," American Alumni Council News, XXV, no. 4 (1958), 12.

Douglass College, the coordinate women's college of Rutgers, in announcing an Alumnae College to consider the "Implications of the Modern Scientific Revolution," stated parallel objectives: to aid the participant to know "how these implications can be related to your own life," "once again to consider in a college atmosphere a subject of great importance," and "to make you feel like a Douglass student again."[4]

The Boston University discussion series stemmed from a group desire for "intellectual stimulation."[5]

Intellectual Stimulation

Stated purposes of recent programs, then, emphasize intellectual stimulation, expressed in one phrase or another. Such statements are consistent with a resolution adopted by the Board of Directors of the American Alumni Council on December 7, 1957, which says in its opening paragraph:

> Alumni associations are by definition societies of educated men and women. No criticism of alumni organizations in America is more damning than the charge that they neglect the intellectual lives of alumni.[6]

The resolution continues with sections that declare the "alumni associations have no desire to usurp or duplicate" existing educational activities, either of university extension divisions or of community adult centers. Indeed, the Directors place the association on record as desiring to help such agencies in every way. However, they declare further:

> Alumni associations may most properly operate alumni education programs which correlate the past education and the present circumstances of their alumni. . . .
>
> [By such correlation] we mean . . . that each association, employing its institution's chosen philosophy, has a special responsibility steadily to carry to its members the current relevance of the education which grew from it.

The declarations of the Board set forth continuing education as an obligation of the institutions. Such a declaration had been previously made in 1956, at the Shoreham Conference, which had been attended by approximately thirty representatives of educational associations and institutions who had affirmed "that the continuing education of the adult is a major responsibility of this nation's colleges and universities, and that each institution must accept an obligation for the continuing education of its alumni as a vital part of that responsibility."[7]

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[4] "About Alumnae College," Dateline-Douglass, III, no. 2 (1959).

[5] Eric W. Carlson, "An Experiment in Alumni Group Discussion," Adult Education, IX, no. 3 (1959), 173.

[6] "Through the Sheepskin Curtain," American Alumni Council News, XXV, no. 4 (1958), 7. Following quotations from the same source.

Speculation

It is notable that the directors of the American Alumni Council and a group of university-connected persons who attended the Shoreham Conference straightforwardly asserted that the continuing education of alumni is an institutional responsibility. There is good reason to believe that both groups consisted of persons who were cognizant of institutional interests and policies and therefore competent to express a representative opinion. Inconsistencies are inherent in the very situation. The two groups passed resolutions affirming that such education is a responsibility, yet only ten per cent of the colleges accept the responsibility. Again, if it is a responsibility, what is the need for resolutions to affirm it?

As indicated earlier, there is a duality of purpose in the alumni college: the development of alumni loyalty and the provision of intellectual stimulation. If, however, the dual purposes are not incompatible--indeed, alumni loyalty should not follow unless intellectual stimulation has preceded—the failure of more institutions to establish and continue programs of alumni education must go deeper.

The College Community

The concept of the college community may be the crux of the problem. Alexander Meiklejohn, as long ago as 1916, said that the real test of a graduate's loyalty was that "of membership in a college community," and he defined that membership as follows:

> A body of thousands of men—teachers, graduates, undergraduates—all of whom are engaged in the same intellectual operation, in the same great enterprise of the mind.[8]

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[7] Robert J. Ahrens, Continuing Education for Alumni, Report of the Shoreham Conference (Washington: American Alumni Council, 1958), p. 1. Underlining added.

[8] Address at the 150th anniversary exercises of Rutgers. See page 8 above.

Observation leads only to the conclusion that most persons omit the graduates (and Meiklejohn was referring to alumni, not to graduate students) from their concept of the college community. Despite the presence of three college presidents in the Shoreham Conference group,[9] it is hypothecated that presidents, trustees, and faculty seldom consider the alumnus as related intellectually to the institution. The day of Commencement is the day of departure on which he passes beyond the Sheepskin Curtain. The alumnus has rolled off the academic assembly line, but the producers feel no obligation for service and maintenance. The automobile manufacturers feel a stronger obligation to their product.

The net result is that the alumni activities become an auxiliary enterprise, separated by a gulf from the educational activities of the institution. Chief interest centers on the alumni fund, secondary school recruiting, and general public relations support by the alumni. In such a setting, attempts to develop a continuing education program for alumni are viewed as merely another organizational device. Consequently, faculty members are not likely to consider their participation as a primary responsibility on a par with classroom instruction and research. They view the proposed program as a suburb of the academic community rather than as a part of it.

Unfortunately many active alumni leaders have been oriented along the same lines and think of the alumni office as a service agency set apart from the educational activities. Such an orientation tends to prevent them from exerting the pressures which might modify the program and bring the alumni within the community as described by Meiklejohn.

Institutional Purpose

It is not enough to consider the stated purpose of the alumni college; the stated purpose of the institution must be considered also. The institutional statement may well define the college community as conceived by the faculty and governing board. Failure to include the alumni in the community concept presents the first and greatest obstacle to the development of a continuing education program for them.

It is true that the American Alumni Council and the Shoreham conferees did assign a responsibility for continuing education of alumni to the colleges. It is true that college presidents, since 1916, have made a similar assignment. However, despite the preceding assignments of responsibility, it is doubted that many institutions include alumni education among their stated purposes as published in the university catalogue.

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[9] Conference report, pp. 11-12.

The early leaders in alumni education included Amherst, Dartmouth, and Yale. Their catalogues do not reflect a concern for the continuing education of their alumni. Indeed, "Dartmouth feels that its vital role in the educational scheme of the nation is to remain an undergraduate college producing men who, with a broad background and understanding of the modern world, will be useful and effective citizens."[10] The statement does not make continuing education explicit.

Amherst declares that since its founding "the College has continued to instruct its students in 'all branches of literature and sciences,'" and the description of the curriculum deals only with the undergraduate years.[11] More interestingly, in a catalogue section headed "After Graduation," there is no mention of continuing education; there is mention of job placement and of the achievements of successful alumni.

The inclusion of the Amherst and Dartmouth statements is not intended to cast any reflections upon the two colleges' long and successful programs of alumni education nor to imply a refutation of their interest in alumni education. However, the conclusion is drawn that such typical statements accurately reflect a general institutional thinking—of faculty and staff—in our colleges and universities which gives to formal education a primary role and which relegates any alumni education almost to the category of an afterthought.

Other Obstacles

Not all of the blame can be laid at the doorstep of the president, trustees, faculty, alumni leaders, or the alumni officer himself. There are other questions and problems which transcend any real or imaginary stabilization of alumni interest at the level of banquets, class reunions, and football victories.

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[10] Dartmouth College Bulletin, Catalogue Number, Third Series, XXIV, no. 7 (1958), 7.

[11] Amherst College Bulletin, Catalogue issue 1958-1959, XLVIII, no. 1 (1958), 18. See p. 23 for "After Graduation" material.

Competition

Certainly, a major problem is that of competition with or duplication of existing adult education agencies. The American Alumni Council's directors took note of this competition and excluded usurpation and duplication of the functions and activities of other adult education agencies, both within and without the universities. The representatives of the National University Extension Association voiced the hope at the Shoreham Conference that vigorous development of alumni education would not result in two extension services within universities; one for alumni and one for the rest of the public. Unfortunately, Shaw had reported a prevailing sentiment in favor of a separate organization for alumni education in 1930, and it is possible that failure to develop unified institutional support for alumni education may have resulted from that stand.[12] As will be seen later, Shaw's own institution, the University of Michigan, established and conducts its alumni university through the extension service and not through the alumni office.

Duplication. The question may well be asked whether there is a need for the college to create special programs for alumni when the nation is blanketed with extension divisions, evening colleges, adult schools, discussion groups, and TV classrooms. Indeed, completely aside from the competition of two extension services, is there even any need for separate courses for alumni? Can not intellectual stimulation and satisfaction be provided by existing agencies?

There is, of course, a partial answer to the preceding questions. It is that large numbers of college graduates do not participate—as far as can be determined—in any sort of continuing education program. Special programs for alumni might draw such non-participants. Also, if the colleges and universities would accept wholeheartedly the challenge of providing continuing intellectual stimulation on a high level for their graduates, enrollment of the graduates in extension courses, adult schools, and discussion groups might skyrocket. Continuing education would become the norm rather than an exception.

Another aspect of current participation in existing community adult education programs is the nature of the education which is continued.

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[12] Wilfred B. Shaw, *Alumni and Adult Education* (New York: American Association for Adult Education, 1929), p. 11.

Many of the enrollments are recreational, such as in bridge playing, or social dancing, or power boat navigation. Many others are vocational or professional. While such enrollments may provide intellectual stimulation, it is not believed that they serve the purposes envisioned by the sponsors of the alumni college.

For example, it is reported that there are only about 2,000 Great Books discussion groups throughout the country, despite the substantial sums of money expended on their promotion and maintenance. Certainly, the combined efforts of 800 alumni associations should produce a larger number of participants by far than the 2,000 groups. A product, then, of the alumni college movement might be a chain reaction of continuing education among alumni which would increase many-fold the participation of alumni in the more serious existing programs of education for adults.

Professional Education. The learned and professional societies also provide competition for any alumni educational programs of a professional nature. Such programs have been tried over the years, but there is no evidence of many phenomenal successes. It is suspected that the substantive meetings and post-graduate educational programs of the professional societies provide too much competition in most cases. Also, the business and professional area is a strong one for both the evening colleges and the extension divisions which already offer large numbers of courses in professional fields.

Geographic Dispersion

Another real problem is that of the physical distribution of the graduates. Any educational program for alumni, except correspondence study, requires proximity to one or more centers of study. The problem can not be dismissed casually. It involves the practical difficulty of assembling the student body of alumni and of making faculty available as well. The latter difficulty may be resolved by holding all educational programs on the campus, but the other difficulty may then be increased. Colleges with essentially local constituencies may reach a substantial percentage of graduates by conducting on-campus programs. Those with regional or national student bodies obviously must consider centers in various parts of the region or throughout the country. With the current mobility of the American population, even the local college soon loses its graduates by their removal from the locality.

Whether groups of alumni at a distance from the campus can be given real intellectual stimulation on a continuing basis by traveling teams of faculty, by correspondence, or by periods of return to the campus for residential seminars becomes a matter of finances, institutional policy, and educational resources. One answer, certainly, is the already established practice of some alumni education programs in opening their enrollments to alumni of other colleges.[13] This device helps to solve the financial problem of the alumnus faced with travel and living expenses and may also help solve the financial problem of the institution by expanding the enrollment.

Of course such a solution immediately raises questions concerning the impact of such an arrangement upon alumni loyalty and its development. However, it is probable that the general level of alumni support and loyalty will be raised as intellectual stimulation increases.

Summary

Alumni colleges do not present a conflict between the promotional activities of the alumni office and the intellectual stimulation of the alumni. The real conflict, if there is one, appears to center around the responsibility of the college community to include the alumnus as a continuing participant in the educational experience.

There are practical obstancles as well as philosophical ones, but many institutions appear to have resolved both. It may be well to examine a number of the current programs and see what the trends seem to be.

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[13] Examples include the Living Room Learning courses of Cleveland College, The Barnard Forum, the Alumni University of the University of Michigan, and the alumni lecture series of Southwestern at Memphis.

CHAPTER III

ACCOMPLISHMENT OR ILLUSION

Trends may be determined by the use of various criteria. One of the most obvious bases of judgment is sheer quantity. If it is true that increasing numbers of institutions initiate alumni colleges, then a general trend in the direction of spreading participation may be claimed. Related to increased availability would be claims of increased attendance, also a quantitative measure.

A second trend may involve both quantity, in a different sense, and quality, in that the seminars or alumni colleges may be extended in duration. The longer session—of several days as opposed to a single day or single meeting—not only provides a greater quantity of exposure but also permits more depth, integration of subject matter from more than one field of knowledge, and more adequate student preparation and participation. All of these latter factors enhance the quality of the program.

A third trend to be determined is whether there is increasing emphasis on "intellectual stimulation" rather than on regaining one's youth, recapturing a day in the halls of Old Main, and similar nostalgic incentives.

A fourth trend may exist in the direction of more complete institutional involvement, acceptance of the responsibility for continuing education of the graduates, and inclusion of alumni activities as at least a quasi-educational enterprise.

It is probably safe to assume that colleges and universities would give wholehearted and widespread support to some type of continuing education for alumni if their policy-makers became convinced that the programs would accomplish a substantial educational mission. It may be assumed that every institution sincerely believes that it is doing at least a satisfactory job of educating its undergraduates. If the same level of accomplishment could be reached with a satisfactory number of alumni, there probably would be little hesitancy in carrying out the recommendation of the American Alumni Council's Board of Directors. Funds and faculty time would be found.

Availability of Information

Lack of conviction may stem in large part from a lack of information about the subject. Although there have been several reports on alumni education since the time of Grant's survey, it is not believed that they have generally come to the attention of administrators outside the alumni relations field.[1] Also, the only current surveys are the Ahrens and Mort studies; the others are now outdated.

One of the purposes of this chapter, then, will be to present a brief enough report so that the alumni officer may reasonably ask other administrators or lay leaders to read about selected cases and thereby gain a notion of the nature and extent of continuing education programs for alumni. It is hoped that they may become interested enough to request further information about specific programs or about the findings of earlier studies, all of which are readily available.

Consequently, this chapter will not repeat information available in the cited reports; it will tell primarily about the newer programs, with some selected information about a few of the older ones. Its purpose is to assist institutions to evaluate their own existing programs or to guide them toward facing realistically the challenge of commitment to a new program.

Going Concerns

The successful ventures described below run the gamut of possibility in source, in length, in type of program. For example, they have been initiated by the alumni office, by the extension service, by faculty members, or by individual alumni. They are a month long or only last for part of a day. They are integrated seminars requiring extensive reading, or they are isolated lectures. In short, there is variety.

Despite the wide variation, however, the alumni colleges seem to fall into five general categories:

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[1] See Mary Higley Mills, "New Developments in Alumni Education," Report of the Twenty-Sixth Annual Conference (Ithaca: American Alumni Council, 1940), pp. 225-36.

- residential programs
- short courses
- lecture series
- extension courses
- discussion groups

Of course, any grouping is arbitrary, and the definitions are arbitrary in themselves. Also, the groups overlap. However, the categories make it easier to examine current practices and to make comparisons between programs.

Residential programs are those alumni colleges which usually require student preparation, which last for longer than one day, and which are not interwoven with reunion or commencement activities. They may precede or follow the reunion period but are not interrupted by reunion events. They generally have a central theme or a group of parallel courses and may last a week or longer.

Short courses are alumni colleges of one or more days duration which have a theme or central subject and which usually are interrupted by reunion events. They may require student preparation. Indeed, a short course and a short residential program may differ only in the interweaving of the short course with class reunion or commencement events.

Lecture series need no definition.

Extension courses are classes scheduled on a periodic meeting basis, such as one evening a week for x weeks. Such courses are conducted by an assigned instructor and resemble the customary extension or evening classes.

Discussion groups resemble the extension courses in time schedule but may operate with volunteer leaders or with visiting lecturers and are not necessarily organized into a course in terms of sequential subject matter.

Residential Programs

The residential program has certain advantages. It partially refutes the skeptic because it is not tied into the reunion or homecoming program. Consequently, an alumnus may participate in the alumni college alone and not swell the attendance of reunion week nor be exposed to the multiple arm-twisting experiences of the reunion program. Further, by the complete exposure of the experience—reading in advance, organized educational program, unity of the study group—there is the probability of real learning.

University of Wisconsin

The most ambitious of all alumni colleges, regardless of type, was the month-long program of liberal studies conducted by the Wisconsin Extension Division on the theme, "The Conflict of Ideas in Modern Western Culture." Apparently, it served the alumni well because they sang the seminar's praises in the Wisconsin Alumnus.[2] Participating alumni had to attend for at least two weeks; they could register for all four weeks. Twelve persons registered for the entire period, and twenty-eight others registered for two weeks each, for a total of forty participants.

Admittedly an experimental program in adult education, the seminar offered two lectures a day, one of which concentrated on the sciences, the other of which dealt with the conflict of ideas through the humanities. In addition to the lectures, there were discussions, demonstrations, and laboratory visits. Free time for rest and relaxation was provided on Saturdays, Sundays, and most evenings. The two-week periods were June 22 - July 3, and July 6 - 17, 1959.

Interestingly, the Wisconsin project was not an alumni office activity but was developed and offered by the University Extension Division.[3] Evidence of general university interest in the seminar may be inferred from the presence of the president of the University and the dean of the Graduate School among the staff of lecturers.

The costs to the student were modest at Wisconsin, $202 for the month or $101 for two weeks. The charges included tuition and study materials, general services including the Student Health Center, lunch and dinner Monday through Friday, and occupancy in a double room.

University of Michigan

The longest series of active alumni colleges is credited to the University of Michigan which began the Alumni University in 1930[4] and conducted the twenty-first in the series in 1959.

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[2] "Alumni Sing Praises of Liberal Studies Course," Wisconsin Alumnus, LXI, no. 5 (1959), 15 et seq.

[3] The Alumni Office addressed, without charge, the Extension Division's envelopes for promotional mailings. The alumni magazine ran two advance stories. The Executive Director of the Alumni Foundation welcomed one of the two-week groups.

The Michigan program is a week in length and offers elective options to its enrollees. The available courses in 1959 were concerned with "the space age, American foreign policy with focus on the current situation in Berlin, the role of the press in today's world, and 20th century music."[5]

Unlike many alumni colleges, the Michigan program is open to all interested adults, and such open enrollment has always been its pattern. It is held during the week preceding a Saturday Commencement, in 1959, from June 8 - 12. Registration for the Alumni University costs only $5.00. It, like the Wisconsin seminar, is conducted by the University Extension Service.

Yale

Although the Yale program was fully reported in the American Alumni Council News, the sensational enrollment of 1,000 justifies its inclusion here.[6] Yale's alumni college developed from a lecture program into a residential college.

As Mr. Johnson describes the process, unrelated lectures at "fall convocations, Alumni Day programs in February, and June reunions" grew into the Yale Alumni Seminar which was "surprisingly successful." Scheduled for the Tuesday through Friday between commencement and June reunions in 1957, the hoped-for enrollment was several dozen. Promotion was limited to an announcement in the Alumni Magazine, but it became necessary to close enrollments at 1,000.

There were four lecture-discussion series on atomic energy, foreign policy, modern literature, and "Fundamentals of the American Tradition." Each series consisted of four meetings with a different faculty member lecturing in each one, so that sixteen faculty participated during the four-day program. Alumni were permitted to register for the series of interest to them, and enrollment was also open to wives.

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[4] The Michigan Alumnus, March 15, 1952, p. 289.

[5] The Extension Service News, University of Michigan, XVIII, no. 8 (1959), 1.

[6] Waldo C. M. Johnson, "Back to the Classroom at Yale," AAC News, XXV, no. 4 (1958), 14-16.

There was no tuition charge for the seminar; a registration fee of $9.00 included room in a dormitory.

Antioch

The full challenge of the Shoreham Conference appears to have been accepted by Antioch College, which instituted alumni seminars in 1958.[7] The Antioch seminars are based upon a concept of continuing education and are offered by the Continuing Education Department rather than by the alumni office.

"Science, Education and Conformity" was the subject of the first Antioch Alumni Seminar in 1958. Its success led to "Man and the Space Age" at Commencement time in 1959. In addition Antioch experimented with a departmental seminar in biology over the weekend of April 17-19, 1959. Eighteen alumni and four non-alumni returned for sessions which dealt with the problem of the present-day birth rate and birth survival, the problem of old age and the diseases of the aged, and the sociological concerns associated with these problems.[8] The response led to plans for a Chemistry Seminar later in 1959 and one in Business Administration in the Spring of 1960.[9]

Because of the firm belief of Antioch in continuing education for its graduates, the seniors in 1959 were invited to a dinner to discuss the importance of continuing education in their lives, and about one-fourth of the class responded. According to Dr. Edward R. Miller, "the idea behind it is that we shouldn't wait till they graduated to start."[10]

Washington University

Another institution with successful experience in residential programs for alumni is Washington University, which held its first off-campus Alumni Institute in June, 1958. Originally, the idea was to restrict enrollments to members of the twenty-five-year class, 1933. However, the Institute conflicted with on-campus activities of Commencement Week, and very few members of the class enrolled.[11] Consequently, enrollment was opened to all alumni, with promotional efforts concentrated on the classes from 1923 to 1930. Final registration found twenty-five alumni and their wives or husbands considering for a day and a half the theme, "Getting On—and Where Does the Road [of contemporary American life] Lead?"

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[7] Dr. Samuel Gould, then President of Antioch, was a participant in the Shoreham Conference.

[8] A Report on Alumni Education (Yellow Springs: Antioch College, 1959), p. 3.

[9] Letter from Edward R. Miller, Director of Continuing Education, May 14, 1959.

[10] Same letter cited above.

Gratified by the favorable reaction of participants in the first Institute, Washington University organized a second one, for medical alumni, in October, 1958. "A Clinic to Examine the Physician as a Man" drew forty-eight persons, including wives of physicians present.[12]

Douglass College

Douglass College, which for many years conducted an Alumnae Seminar as part of its Campus Night (a sort of alumnae homecoming day), expanded the seminar in 1959 into a three-day residential college, June 3-5, on "The Modern Scientific Revolution." The planning committee included the dean of the college and other faculty members, as well as alumnae leaders, and enrollment was open to husbands and friends.

Pennsylvania State University

An interesting feature of Penn State's venture into the residential alumni college area was courage—in scheduling three colleges in the first year.[13] The first was a three-day experimental program in April, 1959, attended by fifty alumni with their wives and husbands, who "explored the culture of science and the machine, directions in painting, literature in American civilization, American politics, and major issues for Americans."[14] Classes met from 9:00 to 12:00 each morning.

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[11] The Washington University program is a hybrid in terms of the definitions set forth early in this chapter. It is residential and not interwoven with reunion activities, but it is held at the same time as reunion, although in a different location.

[12] "Alumni Institutes at Washington University," Clearinghouse Bulletin (Center for the Study of Liberal Education for Adults), December, 1958.

[13] It should be noted that Penn State has conducted a successful alumni lecture series for several years and on June 12, 1959, held sessions of the Ninth Annual Alumni Institute. As many as 800 alumni have attended Institute lectures.

[14] News Digest, The Fund for Adult Education, September 1, 1959, p. 2.

The second Alumni College was a vacation-education session, August 9 - 15, which considered modern painting, the ways of mankind, American foreign policy, and an introduction to the humanities. Originally planned for forty students, the session was expanded to 100, the limit of available housing, as a result of alumni demand. The third college was a three-day weekend conference on the campus, and a special study-discussion group leadership conference for forty-three alumni council members and their spouses was held off-campus on October 1 and 2, 1959, to stimulate the formation of study-discussion groups among the Penn State alumni clubs.

Short Courses

The short course classification is sometimes difficult to assign. For example, when does a lecture series on a general topic pass from a group of unrelated lectures to a loose course structure? Also, many of the residential programs are immediately adjacent to the reunion-Commencement period. Whether the program is an autonomous residential seminar scheduled next to reunions for reasons of institutional convenience or whether it is an attendance-builder for reunions is a moot question. As indicated in the definitions, if the program is not interwoven with other scheduled events, it stands as a residential college. If it is interwoven, it becomes a short course according to the definitions used here.

Beloit

Beloit's Division of Continuing Education was organized in February of 1958 and introduced its first Alumni Institute in October of that year as an adjunct to the Homecoming Day program. "Chemistry's Contribution to Mankind's Need for Food" was the subject of two lectures on Friday evening followed by a discussion with audience participation. A panel discussion on Saturday morning closed the Institute.

Colgate

The Alumni Holiday program established by Colgate in 1955 might be listed as a residential program, but its emphasis on the vacation aspects and its scheduling as a bridge between separated Commencement and reunion weekends indicates a short course philosophy. According to the announcement, the Holiday was designed to "provide a reasonably priced vacation for Colgate men and their families." The format consisted of a morning lecture followed by open discussion. The afternoons and evenings were left free for recreation.

Smith

Smith has covered such topics as "India: Traditions in a Modern Context" and "Africa South of the Sahara" in organized courses for which reading lists are furnished in advance. The Smith program, were it not usually held within a twenty-four hour period, could qualify as a very brief residential college.

College of New Rochelle

Alumnae activities and the sessions of the Alumnae College are interwoven in the New Rochelle pattern, which features regular classroom sessions on Saturday morning after a keynote address. The idea was first discussed at New Rochelle in 1936, and the first college was held in 1939, which presumably gives New Rochelle the right to challenge the University of Michigan's claim to the longest unbroken chain of alumni colleges.

Other Institutions

Without any attempt at completeness, the following institutions are noted, in addition to the preceding list, as sponsors of short courses for alumni: Babson Institute, Saint Mary's College (Notre Dame, Indiana), Goucher, Gustavus Adolphus (Minnesota), Hope, Indiana University, Miami University, Princeton, and Wesleyan.[15]

Lectures

As indicated earlier, the lines between types of programs are not always either clear or straight. Just as the residential programs merge into short courses, so the short courses merge into lecture series. In some instances, the existence of an individual lecture or a series of clearly unrelated lectures makes the classification easy. In other cases, the classification can be supported only on the grounds of judgment—be that good or bad.

In any event, the lecture programs are the most numerous. Also, as has been indicated earlier, they sometimes have paved the way for later more ambitious and more intensive programs.

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[15] Whether the Princeton Alumni Seminars belong in the short course or lecture category may be argued. The overall organization of the program leads the writer to include the Seminars in the short course group.

Dartmouth

The Class Reunions and Hanover Holiday combination is possibly the outstanding combined reunion and educational program on the lecture basis. A typical week may include a piano recital, panel discussions, and lectures on such separated subjects as modern art, automation, and chemistry. There is always a general theme, but the range of lectures does not create the impression of an integrated course. Admission is free to all lectures.

Gettysburg

Gettysburg College began an alumni seminar program in 1958 and currently schedules lectures on the Friday and Saturday preceding Commencement. The unique feature is the hour at which the two most successful seminars were held in 1958. "The "New Look in Mathematics" was held from 9:00 to 10:30 p.m. after class dinners on Friday, and "Modern Literature" from 8:00 to 9:30 p.m. on Saturday, the latter for non-reunion alumni and friends of the college.

Although the customer is not always right, the success of any continuing education program for alumni depends upon the participants' reaction to it. For that reason, a letter from a young alumnus in the alumni magazine is of interest. Leon Phillips, Jr., class of 1958, said, in part:

> [The seminars] seem to be a fine idea, and I am looking forward to attending. . . . [They] can supply the opportunity for a continuing contact with "the academic world," and perhaps further the idea that thinking doesn't stop at graduation.
>
> Most of all, these seminars can make a solid contribution to alumni-college relations. There seems to me no better way to get people interested in what a college plans to do for the future than to share with them what the college is already doing in the present. . . .[16]

Barnard Forum

Barnard was not alone in starting the annual Forum which still bears its name and which has become unique as a cooperative venture among alumnae clubs and the American Association of University Women. The New York alumnae clubs of Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley joined forces in 1949 to conduct a conference on the topic, "Today's Woman—What Now?" Although the original idea called for rotation of responsibility among the clubs, it became apparent that the task would be too great for a local club, and Barnard, which had provided staff assistance for the initial Forum, assumed the burden. Hence the name, Barnard Forum.

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[16] The Gettysburg College Bulletin, XLIX, no. 3 (1959), 4.

In 1958 the New York City Branch of the AAUW took over the one-day meeting but retained the name. The 1960 program consisted of four lectures followed by a discussion, and the metropolitan alumnae clubs of fifty-one women's colleges cooperated in its presentation.

Tulane

The Tulane Conference Plan, a joint project of the Tulane Alumni Association and the Division of Public Relations, provides for one-day conferences, sponsored by local alumni clubs and open to all persons interested in education. Now in their seventh year, the conferences are currently planned for seven cities in Alabama, Louisiana, and Mississippi. The format generally consists of a luncheon or dinner address, followed or preceded by concurrent panel sessions.

Stanford

Stanford's Conference program, like Tulane's, combines lectures with extension in the sense that faculty members are taken from the campus to the alumni. Although there are Homecoming Day conferences on the campus, there are also a dozen or so conferences off-campus in areas where Stanford has concentrations of alumni. Both single lecturers and panel groups present material of current interest, and frequently there are concurrent sessions.

Lecture Sponsors

Institutions which provide lecture programs for returning alumni include: Columbia, Cornell, Hamilton, Lawrence, Manhattanville, Mundelein, Mills, College of the Pacific, Randolph-Macon, Rockford, Sarah Lawrence, Scripps, Sweet Briar, Trinity (Washington, D.C.), Western Reserve, Wooster, and University of Virginia.

Extension Courses

Evening courses for alumni are not common. Obviously, they are practicable only when a sufficient number of interested alumni live within reasonable commuting distance, yet they hold real promise for institutions in or near centers of population.

Swarthmore

Unique in its origin is the continuing education program offered its alumni by Swarthmore College; it appears to be the only such program which is the direct outgrowth of another program in liberal education for adults. Swarthmore was among the institutions which participated in the liberal education programs for executives conducted by the American Telephone and Telegraph Company, and the courses for alumni resulted directly from the Bell System courses.[17]

There is a second unmatched feature about the Swarthmore experience. Not only was there a transfer from another liberal arts program for adults but also there was a unique sponsorship. Faculty members "felt that [the A. T. & T. program] had been so worthwhile that they were eager to carry on a program in continuing education."[18] Because of their interest, faculty members offered three courses for local alumni: "English Literature of the Past Fifteen Years in its Historical and Social Setting," "Logic and Language," and "Astronomy: the Earth, Moon, and Planets."

The classes met every second week for five meetings, and there were about twenty students in each class. Dr. Shane reported that "assignments were made and were expected to be completed" and that "we have had enthusiastic letters asking us to continue this another year."

Reed

On the premise that "education should not end with a diploma," Reed College has conducted three Alumni Education programs which consisted of classes meeting one night a week for eight weeks. The classes are limited to twenty persons, and enrollment is initially restricted to Reed alumni, members of Friends of Reed, and their husbands and wives. After a deadline has been passed, enrollment to fill class vacancies is open to other individuals.

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[17] For a discussion of the cited A. T. & T. courses, see Peter E. Siegle, New Directions in Liberal Education for Executives (Chicago: Center for the Study of Liberal Education for Adults, 1958). See especially pp. 13-16, for the Swarthmore case. Also, it is notable that the long-range planning at Dartmouth, described below on page 39, makes reference to that college's participation in the A. T. & T. program which is reported by Siegle, pp. 17-19.

[18] Letter from Dr. Joseph B. Shane, Vice President of Swarthmore, May 19, 1959. Following information from the same source.

The six courses offered in the spring of 1959 were: "The Layman's Guide to Atomic Energy," "Getting and Spending: Current Problems of U. S. Economy," "Personality and Social Organization," "Foundations of Analytic Geometry and Calculus," "Studies in Modern Fiction," and "Making Writing Readable."

Discussion Groups

Both of the major instances of alumni discussion group activity originated spontaneously within the group concerned.

Boston University

The Boston University program is an outgrowth of an Alumni Day seminar discussion to which were invited the former students of Professor Edward A. Post, since retired. Twenty-five alumni responded to the original invitation and were so stimulated by a morning and afternoon of discussion, for which the advance preparation had been the reading of David Riesman's The Lonely Crowd, that they voted to continue once a month. The program extended into its third year in due time, and, among other things, has been the subject of a television feature.[19]

Franklin and Marshall

Another workable idea is the Allentown Discussion Group, which two Franklin and Marshall alumni started in 1938 and which has continued to meet once a month in Allentown, Pennsylvania. The two F & M men decided, while they were undergraduates, to continue fraternity house bull-sessions if they ever returned to Allentown. Return they did, and the group includes fourteen men, twelve of whom are college graduates and three of whom are from Franklin and Marshall.[20]

Variety

As the preceding brief examples indicate, there is no standard or general pattern. The programs vary in length, intensity—indeed, in every aspect. There are single sessions, short courses, month-long resident colleges. Some are held on campus, and some are off-campus. Some require advance preparation, and some do not. Some are open only to alumni, and some permit the enrollment of any interested adult.

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[19] Eric W. Carlson, "An Experiment in Alumni Group Discussion," Adult Education, IX, no. 3 (1959), 173-75.

[20] Robert S. Lamb, "Beefed-up Bull Sessions," American Alumni Council News, XXV, no. 4 (1958), 24-25.

There are programs which do not fit any general categories. These include Skidmore's "College for a Day," in which alumnae return to class, and Pratt Institute's departmental seminars and panel discussions. Princeton's Alumni Preceptorials return the alumni on midwinter Alumni Day to the informal conferences of the Princeton precept system, and the reading assignments are made in the Princeton Alumni Weekly. Denison has established a program which emphasizes small group discussions during the reunion weekend, to be followed by reading assignments through the next academic year.

Some of the programs are designed essentially to enable the alumni to renew their undergraduate experiences, which, in one sense, is the objective of many alumni colleges and which, in another sense, no alumni college really can accomplish.

Trends

However, there appear to be five trends and one general characteristic among the programs, whether they be long or short, intensive or superficial.

The general characteristic is a liberal approach, a broad concern, an attempt to understand man and his environment and problems a little better.

The first trend seems to be one of quantity, as additional institutions initiate alumni education programs. A second is in the direction of lengthening the existing programs, the emergence of the residential or short course program from the lecture offering. Indeed, the establishment of the residential programs itself appears to constitute a third trend. A fourth trend seems to be toward an emphasis on intellectual stimulation rather than on reunion attendance. A fifth is more complete institutional involvement, as evidenced by the increasing participation of continuing education or extension services such as at Wisconsin, Antioch, and Beloit. It is noticeable, too, that the extension-sponsored programs are either residential or short course, rather than lecture.

CHAPTER IV

THE INSTITUTION'S ROLE

If there are to be more programs of continuing education for alumni and if the programs are tending toward longer, integrated, residential programs, an increasing involvement of the entire college or university —rather than just the alumni office—is indicated. The trend toward more frequent participation of extension divisions or continuing education divisions indicates support of the concept of total institutional participation.

As a matter of fact, no program should be described as solely an alumni office project because, historically, all alumni colleges of whatever scope have had to rely upon the faculty for instruction and upon the institution for logistic support. Thus, the projects have been institutional. The indication, however, is that the institutional role will become greater.

The alumni office, of course, should have a primary interest in any continuing education program for alumni, just as it has a primary interest in the football schedule and the seating of alumni at the games. However, in the case of football, the prime interest of the alumni office does not eliminate the athletic office nor supersede its responsibility. Instead, all evidence points to an intelligent liaison in most institutions. The same sort of intelligent liaison between the alumni office and the continuing education service appears to be the organizational means to the establishment and maintenance of alumni educational programs.

The Dartmouth Study

A fitting way to approach the concept of institutional role is with mention of the current thinking at Dartmouth on the subject of continuing education for alumni. In terms of keeping in touch with alumni and maintaining two-way communication, Dartmouth has long had an enviable reputation within the American Alumni Council. Recently, Dartmouth has turned its attention to a thorough study of continuing education as one of several facets of alumni relations.

The report of a subcommittee on Intellectual Interests and Activities was one of six volumes in a report of the Committee on Alumni Relations, submitted in May, 1958,[1] upon the conclusion of a two-year study for the Dartmouth College Trustees Planning Committee. The subcommittee studied objectives in "the whole area of intellectual communication between the alumnus and the college."[2] It was concerned both with the intellectual offering of Dartmouth to its alumni and with the role the alumnus may "play in enriching intellectual activity both on the campus and among fellow alumni."

The committee expressed the sense of a change in alumni relations with the statement:

> The time is passing when busy alumni will get together enthusiastically to listen to sports reports, to perpetuate their boyhoods through sentimental reminiscence, to wear the old school tie and yell that old school yell. If they think, on the other hand, that something of intellectual interest is available; or if they are called on to do specific jobs for specific ends, they will respond with enthusiasm and in considerable numbers.[3]

Among the committee's recommendations is another reference to the liberal arts programs for executives of the A. T. & T.[4] The success of the A. T. & T. summer programs at Dartmouth, and of similar schools for bankers, was cited by the committee as suggestive of a series of two-week curricula for alumni and of consideration of sessions lasting as long as four or eight weeks.[5] Thus one institution has recognized alumni education in its official long-range planning and has placed concrete recommendations before its governing board. Other boards, in time, may be confronted with comparable recommendations.

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[1] The subcommittee consisted of five alumni and the Dean of the Faculty. The full report won for Dartmouth the Alumni Service Award for 1959 of the American Alumni Council.

[2] Dartmouth College Committee on Alumni Relations, Report of Subcommittee on Intellectual Interests and Activities (available from The American Alumni Council Lending Library, 1785 Massachusetts Avenue, N.W., Washington 6, D. C.), May, 1958, p. 1. Following quotation from the same source.

[3] Dartmouth College subcommittee report, pp. 1-2.

[4] See Swarthmore reference, p. 35 above.

[5] Dartmouth College subcommittee report, pp. 16-17.

The Faculty

Regardless of the position of the governing board and of alumni leaders, it is not likely that any institution can maintain a really good and continuing program of alumni education without strong faculty interest in the program. Perhaps "dedication" is too strong a word, but at least there must be some leading faculty members who believe in alumni education enough to give time and energy to it.

The participation of the faculty depends upon the support of the central administration, because full institutional recognition must be given to participation of faculty members in the alumni program. Such participation cannot be regarded as a casual activity done for a few dollars or for sentiment. Unless the central administration looks with full favor upon the enterprise, the faculty member will hesitate to take from research and writing—the touchstones of promotion and recognition—the necessary time to prepare for the alumni college.

For the same reason, the support of recognized leaders among the faculty is necessary, because they are the faculty members who determine departmental personnel policies and select from among the junior members those who will achieve promotion and retention.

Continuing Education Divisions

College and university divisions of adult education continue to increase in number and in scope. The Association of University Evening Colleges gains members annually, as does the National University Extension Association. The field service divisions of many state colleges are expanding their offerings into the liberal arts fields. Universities offer an expanding variety of training services to business and industry. Common designations for institutional divisions of adult education include extension division, evening college, continuing education service, and field service division. Regardless of the nomenclature, such divisions indicate increased service by institutions of higher education to the adult population of the nation.

In a program of alumni education, there should be full and free cooperation between the alumni office and the adult education division. The alumni population of any institution is probably representative of many segments of the total adult public served by the adult education division. If that is so, the adult education division should be of great help to the alumni office in planning and managing an alumni education program. Successful cases indicate the practicality of such cooperation.

Even where there is no division of continuing education, the alumni officer may find much assistance within the institution. The department of public relations, as at Tulane, may provide skilled assistance in planning and promotion. Other administrative officers may help. Faculty members may become interested. Though the continuing education division's assistance should be utilized where such a division exists, the absence of such a division is no bar to the launching of a successful alumni college. Witness the Princeton and Yale programs, both successful, in institutions which have no formal divisions of adult or continuing education.

The Alumni Secretary as Educator

Further, the alumni secretary or director is seldom selected for his ability to establish and direct continuing education programs. In fact, the Shoreham Conference took cognizance of his frequent lack of status as an educator.[6] While such an opinion may be unfair, it does exist. The alumni officer has many demands upon his time other than planning educational programs. His experience is likely to include little such planning. He is a fund-raiser, an editor, a record-keeper, a direct-mail expert, an after-dinner speaker, a number of things, but not an educator of adults.

It is not a digression from the theme of the alumni college to speculate that acceptance by the university of a responsibility for alumni education may change the job specifications for the alumni secretary. Although many an alumni official has almost single-handedly launched a thriving alumni college, such enterprise is not quite the same as developing and maintaining a place for the alumni in the college community. The isolated alumni college, which may be only a half-day or day of lectures and symposia, may require only promotional ability; the development of a broad, continuing education program requires promotional ability plus other skills or insights.

From fairly extensive observation, it seems likely that most alumni officials can meet the demands of the added specification. However, both they and their institutions may need a new orientation which, in view of the early discussions of the Association of Alumni Secretaries, will be for many colleges only a reorientation. It will be necessary to do as Dartmouth did and involve alumni leaders in educational planning. This will mean that the alumni official will become an educational officer to the extent that many other academic administrators are educational officers. Such a change in emphasis can only strengthen the value of the alumni office to the institution.

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[6] Ahrens, Continuing Education for Alumni, pp. 4-5.

Finances

A key element in any consideration of the institution's role is the practical subject of finances. No educational program can be fully considered without weighing the costs. Support must come from some place, be it fees, gifts, or endowment. Whether the board of trustees will approve the project, whether the faculty will participate, whether the central administration will give support, whether the extension service will assist, whether the alumni secretary will promote it are all considerations which may depend upon the budgetary arrangements for the alumni college.

Since it is doubtful that many institutions would contemplate the diversion of funds from existing undergraduate or graduate instruction, new money must be found, and fee income is the most likely source. Whether the tuition income of the alumni college can meet all costs of the program depends upon many factors. Promotional expenditures, institutional overhead and service charges, and teaching load policy are among the chief considerations. For example, if teaching load is reduced to permit participation in an alumni college, the actual teaching cost will be greater than the stipend normally paid for overload teaching.

However, if financial problems arise, it must be kept in mind that they are not necessarily related to the extent of the alumni college or to the instructional costs. The financial problems, if they arise, are related to an overall institutional situation. For example, promotional cost may amount to little, or large sums may be expended for promotion. The nature of commitments to faculty will vary. Consequently, both the problem and its answers may lie in institutional policy for administrative practices.

It is recognized that many alumni associations operate under budgets which provide little flexibility. Further, support of alumni education from endowment income or other institutional funds may represent diversion of funds from undergraduate instruction or other educational activities. The need to resolve the financial problem satisfactorily indicates that alumni education should be undertaken on a total institutional basis.

Despite the many financial problems which such a venture may present, it is obvious from the increasing number of alumni colleges that many institutions have solved the problems to their own satisfaction.

A Hypothetical Case

Probably the best way to place finances in their proper focus is to use the hypothetical case of the Alumni College of Mr. Sailor's Composite U. where two university officials had an idea for an alumni college but lacked funds. However, the alumni secretary and the director of continuing education of Composite U. agreed that the major obstacle to be overcome in launching Alumni College was not lack of dollars but lack of interest. They didn't see the need to invest any large amount of funds. Sweat and tears—and maybe blood—might be involved, but not the budget.

Planning

Planning was accomplished without direct expenditure of a cent. Both of the directors gave a lot of time, and several faculty members participated. As plans were developed, they were discussed with alumni leaders. Finally, the three-day seminar, "Ballots or Bayonets? A Study of Democracy in a World of Crisis," emerged from the planning conferences without the expenditure of any extra funds. There were sessions on atomic energy, on iron curtains, on minorities, and on contemporary literature as a reflection of the mass mind.

While the educational program was being worked out, there had also been conferences with the dining hall manager and with the director of dormitories to plan for the most effective and attractive use of the physical facilities of the campus.

Promotion

With the seminar's content determined and facilities provided, it was necessary only to get the students. Both the alumni secretary and the director of continuing education were worried about promotional costs. Both of them had experienced the almost prohibitive costs of expensive brochures, postage, and list compilations for low-income operations. As they looked around, however, they noticed that Yale had brought back a thousand alumni with a single notice in the alumni magazine, so the magazine was used. They did not have an Extension Service News like the University of Michigan, but they could use the regular mailings of the Composite Fund and of the reunion classes. Also, they were able to arrange for a brief notice in the Homecoming Day, Founders' Day, and Commencement announcements. The Composite Club notices also provided space for mention of the seminar. As a result, the entire alumni body was quite thoroughly covered.

Out-of-pocket

By taking advantage of regular mailings to alumni, the direct costs of the seminar were held to faculty stipends, notebooks, and a few miscellaneous supply items such as registration materials and badges. With a requirement for advance registration, and plans to cancel if reservations proved insufficient, Composite U. faced little financial risk.

The Record

The plan worked. Ninety-two alumni and spouses came back and they participated most enthusiastically. They had done their reading, and how they stayed and argued—long past quitting time at every session! Professor Jones, who had joined the seminar faculty with the greatest reluctance, was so impressed with the seriousness of the participants in his contemporary literature discussions that he asked to be put on the planning committee for the 1961 seminar. The careful and inexpensive promotional efforts had been successful.

Planning and Substance

Although it is suspected that hesitancy over finances deters more prospective sponsors than does concern over planning or substance, it must be interjected here that planning and the intrinsic appeal of the substance of the alumni college are undoubtedly far more important than the mechanics of promotion. The widespread success of increasing numbers of alumni colleges leads to the conclusion that where total institutional resources are marshalled to provide a carefully planned and challenging program there will be the kind of response which was imagined for Composite's venture.

CHAPTER V

TODAY AND TOMORROW

The several surveys indicate that about ten per cent of the member institutions of the American Alumni Council engage in some kind of program which they are willing to label as continuing education for alumni. It also appears that the percentage has remained at about the same point for several years, although Mort's findings suggest both an increasing percentage and an overwhelming number who are ready to begin such programs.[1] Some of the newer programs mentioned earlier in this report tend to support Mort's optimism.

The trend toward longer and more intensive alumni colleges suggests that the time has come to separate the reunion attraction from the truly organized alumni college. When an alumnus attends a lecture once a year, either on the campus or at an alumni club meeting, there is little that warrants the name of continuing education. Obviously, there is information, and probably intellectual stimulation, but there is little possibility of either depth or breadth of educational experience.

It has been observed that the range of plans varies from the single lecture, for which there is no student preparation and no participation except for a question period, to the intensive residential program for which the students prepare and in which they participate in full discussion. If the suggestion of continuing alumni education were broached to a representative faculty group, it is suspected that they would accord such a designation only to the more intensive programs. For that reason, if the necessary faculty support is sought, planners would do well to turn their attention—as many institutions have recently done—to the more intensive programs and let the single lectures remain merely as features of Homecoming and reunions rather than attempt to label them as continuing education.

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[1] Of 434 respondents, who comprised 54% of the American Alumni Council's membership, there were 117 with some educational program, 152 allegedly on the starting line, and 85 more who thought they could launch a program.

The present trends are encouraging. There is something heartwarming about the spontaneous action of the Swarthmore faculty in launching evening classes for alumni and about the equally spontaneous reaction of the group of Boston University alumni in creating a discussion group. The summer month at Wisconsin, the thousand Yale alumni, the long history of the Alumni University at Michigan indicate that alumni will return for intensive programs. It is probable that they will find the time if the program is sufficiently stimulating.

But there are time considerations which must not be overlooked. The development of educational programs for adults can seldom be reduced to a set of rigid procedures, and one of the practical problems to be faced in programming for alumni is the variety of demands which their own personal and professional commitments make upon their time. It may well be that the most faithful members of the Allentown discussion group could not arrange annually to spend a week on the campus in a residential seminar. Conversely, some of the alumni who returned for a month to the campus at Madison, Wisconsin, might not be able to commit a night a week for twenty weeks of the year.

An initial caution, then, is that the institution truly interested in the continuing education of its alumni may have to consider a variety of programs rather than a single format, although the beginning might have to be limited to one type of program.

Not to Overlook "Continuing"

In any program worthy of the name "continuing," there must be continuity. Residential programs provide a reasonable degree of continuing education, especially for the alumnus who returns regularly. The advance reading, probably a thorough reading of three or four books and a little browsing in others, accounts for some of the time prior to the actual college. Further, there is probably a carry-over which propels the participant through two or three additional related books after the program. The intensity of the residential experience focuses his reading.

Reading Lists

While the mere publication of reading lists does not insure the reading of any books by alumni, the early activities of Yale and Amherst—and many other alumni associations—must be recalled. Year-round reading programs might well be related, as is currently the case at Denison, to discussions or seminars on the campus.

Correspondence

The ultimate step may be the integration of correspondence study into the year-round program, much in the pattern of the Stonier Graduate School of Banking which meets on the Rutgers campus each June. The student attends the banking school for three summer periods of two weeks each. Between the first and second summers he must complete ten written problems. Between the second and third he must complete a thesis upon which he is orally examined. Thus, the three summer periods are tied together, by correspondence study and research, into a continuing program of two calendar years.

The potential role of correspondence in alumni education was demonstrated by the University of California in revising a correspondence course on "Marriage and the Family" into an award-winning, four-article series in the alumni magazine.[2]

Correspondence has two major advantages. First of all, the courses are available to the alumnus who does not live or work in a large city or near a college campus.[3] This is important. Second, the alumnus may arrange his study time to fit his schedule. An additional advantage to the institution is the possibility of servicing small discussion groups of alumni at little cost. Distance or the number of such groups might make faculty visitation almost impossible, but correspondence material could serve as a study guide.

There seems to be a special role for joint action among groups of colleges in the development of correspondence courses for continuing education programs for alumni. Whereas the development of correspondence courses individually by the several colleges and universities could become prohibitive in cost and unrealistic in practice, there is no reason why universities with departments of correspondence study could not develop courses to be used jointly by several institutions for their alumni education programs.

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[2] Verne A. Stadtman, "Extension in Print," AAC News, XXV, no. 4 (1958), 17-19. The article received a special recognition award in the 1957 AAC Publications Competition.

[3] The success of the traveling Stanford Conferences and of the Keuka Kar program of taking faculty members to alumnae clubs depends upon concentrations of alumni.

Joint Action

Joint action not only has merit for correspondence instruction but also for discussion groups, extension courses, and off-campus lecture series. Except for a few activities, such as the regional plans which are gradually developing for professional or specialized instruction, there are not too many examples of educational cooperation among the colleges of the United States.[4] The continuing education of alumni may be one area in which such cooperation can be extended.

Why should an eastern university fly a professor to the West Coast to give a short course to the alumni? Why not utilize the faculty talent of one of the western institutions? Might not one of the colleges in Los Angeles provide courses in international affairs for all college alumni in the city—except possibly those of other local colleges—and another college provide all the courses in human relations? Similarly, the institutions in New York City could provide a joint service for the thousands of college graduates living or working in New York; John S. Diekhoff, Dean of Cleveland College of Western Reserve University, challenged the evening colleges of the country to perform such a service.[5]

In part, a service of the kind envisioned is provided in Cleveland by the Living Room Learning project and in New York City where more than fifty alumnae groups join in the Barnard Forum. Southwestern at Memphis provides a special lecture-discussion course for college alumni in the Memphis area and is sponsor of an alumni seminar for public responsibility with twenty cooperating institutions. Michigan's Alumni University is open to all, and Reed offers the unfilled spaces in its alumni evening classes to other persons. So the idea is not new.

If discussion groups could be sponsored jointly, then groups of colleges might arrange for a discussion leaders' institute at a single location. Such a development would acquaint alumni leaders with additional materials, such as the Great Books program, as well as with techniques.

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[4] Harold L. Enarson, "Federal-Regional Relationships in Higher Education," Higher Education, XVI, no. 6 (1960), 3-9.

[5] John S. Diekhoff, "The Alumni University," The Journal of Higher Education, XXVIII, no. 7 (1957), 353-60, 407.

Joint action of the kind proposed would probably increase the amount of alumni leadership in educational programs for alumni. Dartmouth's current study recommends extensive use of alumni participants, and Princeton utilizes them extensively in the alumni seminars, but the general practice is to rely almost entirely upon the institutional faculty.

It is suspected that many institutions would hesitate to enroll their alumni in a cooperative program, yet there is serious question as to how much of a group an "alumni group" actually is. The common element is that the men or women attended the same college. Their professional and business interests vary; their circles of friends are different and changing; their recreational and hobby patterns are different; their ages range from twenty to seventy; some went to professional or graduate schools; their religious and political viewpoints differ. Rather than attempt to interest all of them in the one course which Composite U. may be able to offer in Podunk, might it not be better to offer them—through joint effort—the opportunity to select from a group of courses on Arab nationalism, the emergence of Africa, taxes and the American pocketbook, and the like? A single institution probably lacks the manpower resources to provide the continuing educational services of interest to all of its heterogeneous alumni, but in cooperation with other universities it can make good provision for them. Further, participation in such joint programs will not weaken the loyalty to and support of Composite U. but will probably increase both.

Anticipated Response

One concern which has been expressed frequently is the small percentage of response, in terms of the total number of alumni, to educational programs. Mort quotes Jack Fullen of Ohio State who temporarily discontinued his alumni college because only 100 alumni came back in response to 30,000 invitations.[6] Fullen has had a lot of company through the years; the Yale experience appears to be the only exception.

Possibly the 100 at Ohio State was a good response. How many of the 30,000 on the basic list went to college for the love of learning or the pursuit of knowledge? It might be that all of the others, except the 100, had their recognized objectives fully met when they received their degrees as the keys to business or professional futures. Other factors also influence the validity of the mailing list; one study of participation by nongraduates on an alumni association list showed only an eight per cent response for the entire range of association activities.[7] Just as the missionary takes pride in each soul saved, instead of committing suicide because of the unsaved millions, so the alumni officer should weigh his alumni education program in terms of its positive value to those who participate rather than in the negative terms of the thousands who fail to respond.

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[6] Mort, "Sixty Read a Book," AAC News, XXV, no. 4 (1958), 9.

Tomorrow

The alternative to doing something is to do nothing. It may be that the colleges feel that their obligation has been discharged when the student becomes an alumnus or that there are enough existing programs in adult education to provide for the alumnus with any interest in continuing to learn. Such conclusions may be valid, but their acceptance indicates lack of interest in providing continuing educational leadership for this country or for the world.

It is impossible to study the development of an activity like that of educating college alumni without thinking ahead to what the future may —or might—hold for the alumni college and the alumni. The prevalence of liberal education in existing programs is encouraging; the alumni who return appear to be concerned with world issues and human values. A nationwide and comprehensive program of continuing education for college alumni conceivably could focus the attention of the nation's college graduates on basic problems of contemporary society and unite their efforts for solution of the problems.

Another, and more prosaic, role for continuing alumni education is its possible contribution to the problem of the expanding curriculum. As the body of man's knowledge expands, so does the curriculum. The evidence lies all around. Engineering and pharmacy move toward five-year programs. The preparation of secondary school teachers seems to be moving toward a five or six-year program. Schools of business administration may all go to the graduate level. In every case the pressure seems to be the need to retain an acceptable although minimum liberal arts requirement.

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[7] Ernest E. McMahon, "Getting Response from Irregulars," Report of the Twenty-sixth Annual Conference (Ithaca: American Alumni Council, 1940), pp. 47-55.

Alumni education may be the means of meeting the conflicting demands of breadth and specialization. It may help to fill the gaps in a well-rounded education which over-professionalization and over-specialization have created. Also, the alumni education program may help the individual cope with the expanding field of man's knowledge. The alumni college, indeed, may prove to be one means of halting the seemingly inevitable extension of technical education into sixth and seventh years. The alumni college would make an unexpected contribution to democracy's strength in the world power struggle if it should become the means for accelerating the entry of professional graduates into the stream of service. Replacement of an extra year of formal study by carefully planned liberal adult education might provide such a contribution.[8]

The New Alumni Organization

Any such development will change the function and nature of the alumni organization. If full recognition of the alumni college materializes, it is easy to envision the new situation. The new head of alumni activities will not be the director of alumni relations (a title which indicates a trace of public relations for a very special public) nor the alumni secretary (a vestigial title reminiscent of the record-keeping days). The new head will be the Dean of Alumni College.

His registrar will keep the records, with proper tabs on the cards and plates to indicate enrollment status in Alumni College as well as current status with respect to the alumni fund, magazine subscription, and other activities.

The faculty members who teach in the several programs of Alumni College will meet from time to time to establish and revise curricula, approve courses, and discuss standards. There will not be any credit involved (and this college will not conflict with the graduate program), but high standards of performance will be required.

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[8] See Earl J. McGrath and Charles H. Russell, Are Liberal Arts Colleges Becoming Professional Schools? (New York: Columbia Teachers College, 1958), pp. 21-24, and E. J. McGrath, Liberal Education in the Professions (New York: Columbia Teachers College, 1959).

The students will move as effortlessly into the Alumni College as they now move into the senior year. In fact, the new program will make the transition to alumni status much smoother in that the young alumnus will not cease to be a student but will be committed to a continuing program of study.

One of the main functions of the Dean of Alumni College will be to keep well informed about the offerings of other alumni colleges so that he will be fully prepared to direct alumni to appropriate courses, on a cooperative exchange basis, which are available to them in other institutions.

Activities tend to become institutionalized and to undergo change. Witness the developments in departments of athletics and of student life, or the modern university placement office! The emergence of the Dean of Alumni College may become one of the routine accomplishments of the Space Age.

Twentieth Century Challenge

Continuing education of alumni is a phenomenon of the twentieth century. In the nineteenth century the technical colleges, led by engineering and agriculture, became an established part of the American scene of higher education. It may be that in the present century the American college and university will accept the responsibility to provide continuing education for its graduates—to help its alumni "replenish their intellectual reserves" as Hopkins urged, or to retain the alumni within the college community as Meiklejohn dreamed.

The challenge confronts the American college! Will the responsibility be accepted?

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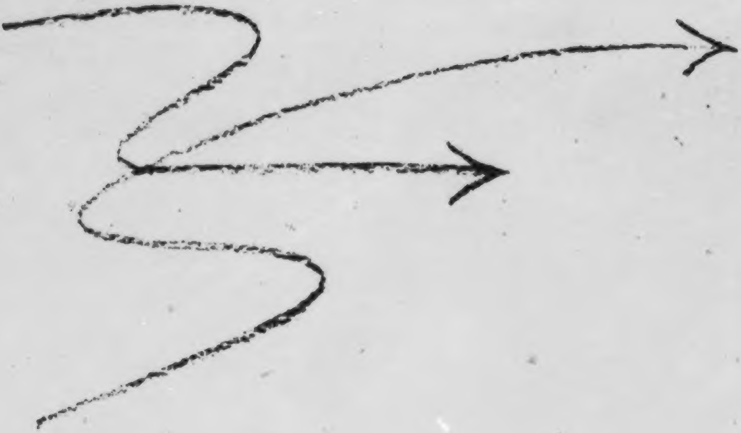

New Directions in Degree Programs Especially for Adults

By A. A. LIVERIGHT *and* ROGER DeCROW

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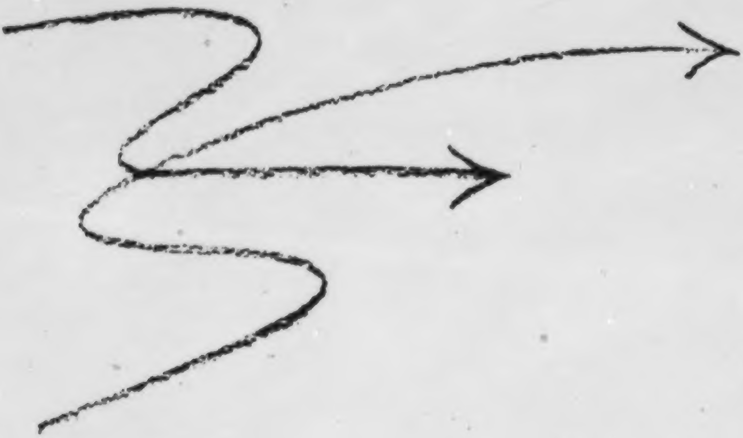

New Directions
in Degree Programs
Especially for Adults

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CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS

THE CENTER *for the* STUDY OF LIBERAL EDUCATION FOR ADULTS was established in 1951 by a grant from the Fund for Adult Education to work with universities seeking to initiate or improve programs of liberal education for adults. The purpose of the Center is "to help American higher education develop greater effectiveness and a deeper sense of responsibility for the liberal education of adults." Communications may be addressed to the Director, 4819 Greenwood Avenue, Chicago 15, Illinois.

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PREFACE

Every year thousands of adults enroll in university classes in search of a degree. In some cases they are planning part-time graduate study, but in many, many more they are looking for their first undergraduate degree. By and large, universities have attempted to provide part-time education which replicates the regular day school program. This has been and will continue to be appropriate for many adult students. Increasingly, however, adult educators are recognizing that this is not appropriate for all mature Americans, and they have been considering the problems and possibilities of degrees that are designed especially for adults.

This is not the place to review the reasons why special programs are necessary. Much of the explanation is considered in the report—and much of it is familiar to adult students who have worked part-time on a degree, or to the adult educators who have tried to plan their programs. Briefly, an education designed for younger people, or for professional training in an academic discipline, is not necessarily appropriate for adults. Secondly, the fixed requirements for residence and other methods for amassing credit fail to consider the nature of the adult as student.

Perhaps the opening steps for providing sequential credit curricula for adults took the form of certificate programs. They combined a general introduction to the liberal arts with a practical major such as accounting or marketing, usually amounting to sixty semester hours of work. In effect, these programs are a special combination of existing college courses.

In 1953, Brooklyn College undertook a project which represented a distinct break with conventional degree education and a move toward the development of degree programs especially for adults. The Brooklyn Project and subsequent innovations at other institutions are the "New Directions" presented in this report. The authors have covered the historical developments of the.past decade and particularly of the recent years when progress has been rapid. Further, the report proposes a set of criteria for the development of programs especially for adults—they are an outgrowth of a working paper prepared for a conference on special degree programs, held at Maxwell Air Force Base in the spring of 1963. Finally, there are brief descriptions of a number of programs now underway.

The introduction is written by Orin Cornett, Assistant Commissioner, Division of Higher Education in the U.S. Office of Education. He has been an active and thoughtful participant in deliberations on degrees especially for adults and we are pleased to be able to include his contribution in the report.

The Center for the Study of Liberal Education for Adults is proud to have shared in the development of degree education for adults, working with individual institutions, with the field of higher education as a whole, and with potential audiences for the programs. And we are pleased to offer this report as a new direction which we believe is significant for the higher liberal education of adults.

James B. Whipple,
Assistant Director,
Center for the Study of Liberal
Education for Adults

July, 1963

INTRODUCTION

Several factors combine to make the special degree program for adults one of the most significant modern developments in higher education. First is the rising level of general knowledge required for perceptive participation in the activities of society at large, which is causing millions of adults to feel the need for expansion of their intellectual horizons. It is becoming apparent that the so-called "explosion" of knowledge the world is experiencing must be recognized as a normal and continuing acceleration of man's intellectual accomplishment. This acceleration will rapidly outmode any body of fixed knowledge and outdate any individual who ceases to study and learn.

A second factor is the imminent expansion and improvement of home study through the use of programed learning resources. Correspondence study in the traditional pattern has long been an important method used by millions of people in learning at home. Its greatest limitation, causing it to require exceptional motivation and patience, has been the time lag between effort and confirmation of results. The blending of programed materials (which furnish immediate confirmation or correction of responses) with traditional correspondence methods will likely result in the expansion of home study activities to several times the present level, particularly among those who have completed formal schooling.

A third factor contributing to the importance of special degrees for adults is the growing practice of validating college credit by examination. This is just beginning to gain momentum. Many colleges and universities are granting college credit for college level work done in high school and validated through advanced placement examinations, such as those of the College Entrance Examination Board. Within a very few years, it will be possible to earn more than half the credit required for the bachelor's degree by examination, without regard to the method used for acquiring the necessary knowledge. At least one effort is now being made to establish a national agency to develop and administer such examinations as a service to individual institutions.

One of the most exciting aspects of the development of special degrees for adults is the unique opportunity it presents to apply and evaluate the basic tenets of liberal education. The liberal arts colleges and universities have striven for decades to achieve the exalted aims of liberal education in the face of the preoccupations of college youth with acceptance by their peers, choice of and preparation for vocation, choice of (and pursuit of!) a life companion, and many other cross-currents and conflicting influences and objectives. In the special degree programs for adults, as developed at Brooklyn College, Oklahoma University, and elsewhere, resides what may well be the first real opportunity in the history of education to pursue liberal education with students who, essentially, are seeking only to broaden their understanding of the world and improve themselves as perceptive social and intellectual beings. True, in seeking a college degree, adults may be influenced by the desire for it as a symbol of personal achievement or status. They are essentially free, however, from the diversions and conflicting motivations of college students in general. Accordingly, the special degree programs for adults offer unique opportunities for significant research in the methods, concepts, and problems of liberal education.

Some other encouraging aspects of the special degree programs that have been developed are the extent to which full faculty participation and approval have been secured, the extensive guidance and counseling services used to insure the admission of appropriately qualified students, and the care taken to safeguard the desired depth and quality of learning.

It is indeed fortunate that the earliest special degree programs for adults have been initiated by institutions of higher learning determined to maintain quality and willing to go to great lengths to do so. If the colleges and universities which enter the special degree field in the next few years will similarly safeguard the integrity and validity of this challenging experiment, we can confidently anticipate a movement of growing significance and value to the nation.

R. Orin Cornett,
Acting Assistant Commissioner
for Higher Education
U. S. Office of Education

July, 1963

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BACKGROUND

Because of varying but inter-related factors, it seems likely that a number of institutions of higher education are ready to develop experimental degree programs for adults within the next few years. Such programs, although providing for a baccalaureate degree in liberal education, do so in a manner that is appropriate for adult experience, motivation, and patterns of life. Degree programs especially for adults require a re-examination of the substance of liberal education, as well as a loosening of the traditional credit-hour and required classroom pattern. Such programs will probably evolve in the direction of the University of London External Degree, but will also require a specified amount of residential work toward the fulfillment of the degree requirements.

A number of current social factors and educational developments are accelerating the development of special degree programs. On the one hand, new mass media developments (such as improved educational television and the emergence of programmed learning) provide additional resources and opportunities for individual study. On the other, we find that women who gave up college for marriage are returning to the educational scene in increasing numbers to earn degrees, either because they want to continue an organized program of education or to prepare for employment. In addition, the Armed Forces, Civil Service, and industry are increasingly demanding degrees for employment and advancement, and their employees are eagerly searching for degree programs which are fitted to adult life patterns. In all of these cases the traditional undergraduate preparatory-type program, geared entirely to regular classroom requirements and to credit-hour accumulation, does not seem to be the appropriate way of working toward a degree.

The individual and social needs for the development of such programs on the one hand, and the growing interest on the part of institutions of higher education on the other, offer an almost unparalleled opportunity for experimentation in the development of more substantive and effective degree programs for adults (which may later have a real impact on existing undergraduate degree programs for youth). The growing interest in these programs offers an opportunity for re-examining the objectives of a liberal education baccalaureate, and also for experimenting with new methods for securing a degree.

PRESENT STAGE OF DEVELOPMENT

Although the idea of degree programs especially for adults is a relatively new and recently developing one in the United States, it appears to be one which is vigorous and has great potential.

In the United Kingdom, on the other hand, it has been possible for many years to secure an external degree through the University of London and through other institutions. The University of London external degree can be earned entirely on a basis of examinations with no residence required. Similar provisions are made for securing a baccalaureate degree (primarily through correspondence) through the University of South Africa.

In the United States it seems likely that all degree programs for adults will include some provision for a residence period, in addition to a system of examination.

Institutions Now Offering Degree Programs Especially for Adults

The following institutions in the United States (listed in order of their establishment) are now operating degree programs for adults, all of which involve some of the goals outlined in the following section, and include at least some of the characteristics:

1. Brooklyn College—The Experimental Degree Program permits students to work for the regular undergraduate degree, but makes it possible to do so in terms of acceleration, credit for life experience, possibilities for individual study, and integrates seminars in the major inter-disciplinary areas (now a regular program at Brooklyn College).
2. Syracuse University—The Associate in Arts Program provides a special associate degree in general education and includes integrative seminars in the major areas. (A faculty committee at Syracuse is now developing a similar degree for adults at the bachelor's level.)
3. University of Oklahoma—The Bachelor of Liberal Studies program permits adults to work for a special baccalaureate degree and includes most of the characteristics outlined in the following section. (A faculty committee is now examining the advis-

ability of developing a new master's in liberal studies.)

4. Queens College—Adult Continuing Education Program is being launched in fall, 1963. It provides for a special baccalaureate degree designed for high school graduates who have been out of school for at least ten years and for adults who withdrew from college for other than academic reasons. In most essentials the Queens College program will be similar to the Brooklyn College experimental degree program.
5. Goddard College—Bachelor of Arts Degree for Adults will also be initiated in the fall, 1963. It is a special degree program for adults whereby those who have completed one year of college work and who are at least 26 years of age may work toward a degree through a series of study cycles which provide for residential seminars on the campus interspersed with tutorial study at home. The number of such cycles required for a degree and the amount of independent study will be determined for each individual on the basis of written examinations and oral interviews.
6. Johns Hopkins—The Master in Liberal Arts program is a terminal liberal arts degree developed especially for adults interested in general rather than specialized education, and includes seminars in the broad interdisciplinary areas.
7. San Francisco Theological Seminary—Doctor of Scientific Theology program is specifically intended for a small group of highly qualified, ordained, and regularly employed parish ministers who wish to improve their professional competence through continuing education at the highest academic level.

Meetings and Conferences

In January, 1960, the Center for the Study of Liberal Education for Adults (which made small grants for planning special degrees to Brooklyn, Syracuse, and Oklahoma) held a conference in Chicago to discuss the Brooklyn experimental degree program and to consider the possibility of developing other special degree programs for adults elsewhere. During the summer of 1961—after the University of Oklahoma had launched its bachelor of liberal studies degree—representatives of some ten colleges and universities (adult education administrators and key faculty members) attended a one-week conference at the University of Oklahoma at which they had an opportunity to hear from faculty members involved in the development of the Oklahoma program, as well as to observe some of the seminars in operation on the campus.

In November, 1962, as a result of growing interest in special degree programs on the part of the Air Force (as an opportunity to help their officers work toward a degree), a meeting was held at the Office of Education in Washington, D.C. The purpose was to discuss with institutions the needs and interests of the Air Force (and the Department of Defense), as well as the extent to which additional institutions might be stimulated to move into the development of special degree programs. A direct outgrowth of that meeting was the appointment of a continuing Interim Committee composed of Alexander N. Charters of Syracuse University, Thurman White of the University of Oklahoma, Orin Cornett, Acting Assistant Commissioner for Higher Education in the Office of Education, James Shelburne, Educational Advisor to the Air Force, Joseph Bowman of the Department of Defense, and A. A. Liveright, Director of the Center for the Study of Liberal Education for Adults. This Interim Committee met in Syracuse on three occasions to discuss the next steps in the development of special degree programs. Individual conversations about developments in the special degree area subsequently took place with representatives of the Civil Service Commission and the President's Commission on the Status of Women.

As a result of these conversations, a conference sponsored jointly by the Department of Defense and the Center for the Study of Liberal Education for Adults was held at the Maxwell Air Force Base in March, 1963. Representatives from about 20 institutions of higher education (including those active in special degree programs as well as those contemplating such programs) participated in the two-day meeting. In addition, representatives from the U.S. Civil Service Commission and the Women's Division of the Department of Labor were present and reported their interest in the further development of special degree programs. Other individuals representing the American Council on Education, the Educational Testing Service, and the New York Proficiency Examination program participated in the conference and reported on the relevance of their activities to special degree programs. Based on reports given at the end of the meeting, it seems likely that an additional six institutions may be moving toward special degree programs in the next year. Participants in the meeting also asked the Center for the Study of Liberal Education for Adults to continue to carry on its clearinghouse and communication role in the field of special degrees.

Related Activities

In addition to direct interest in special degree programs for adults, there are several other developments which may have some relevance to them. Among these are:

1. Proficiency Examinations in New York. Steps are now underway in New York State—under the leadership of Elbert K. Fretwell, Jr. and Norman Kurland of the University of the State of New York—to develop a series of evaluation instruments, whereby it will be possible to administer proficiency examinations to persons in New York State, which will be accepted by cooperating universities there for two years of credit toward a baccalaureate degree. Credit—as indicated by the proficiency examinations—will be given for proficiency regardless of whether an adult attains such proficiency through class work, individual study, or life experience. The general idea of the program has official sanction and institutional acceptance. Steps are now being taken to develop the instruments (aided by a grant from the Fund for Advancement of Education).

2. Credit through Correspondence Study and Taped Lectures. In numerous universities correspondence study in a wide range of subjects is available. For the most part, these are credit courses, equal in quality to residence courses, though many universities have traditionally imposed some limits on the amount of work toward a degree which may be done by correspondence study.

   Plans are now underway by the Institute for University Studies (a private proprietary organization) headed by Alan Gillespie, to make it possible for adults to take three years of their required work toward a degree through taped lectures and correspondence study. By dint of agreements with various colleges, an evaluation of performance will be made by examinations administered by an organization such as the Educational Testing Service. Individual colleges will then grant credit which may be accepted toward a degree from that institution along with resident work. Specific courses in various subject matter areas are now being prepared, and negotiations are underway with colleges and universities for the use of these courses.

3. The Council on Inter-University Cooperation. The Council (including the Big Ten and the University of Chicago) has established a test bureau for developing examinations whereby institutions involved in the CIC will accept standard tests for completion of work toward a degree through correspondence or extension (the bureau is aided by a grant from the Carnegie Corporation).

4. Accrediting Associations. Close contacts have been developed with The National Commission on Accrediting and full reports of all activities with respect to special degree programs have been made available to the commission. Through the commission, working papers about the development of special degree programs have also been distributed to the regional accrediting associations so that they also will be aware of the developments in this area.

5. Research Plans. Several preliminary discussions have been held with institutions involved in special degree programs and draft statements outlining possible research have been prepared and discussed. Preliminary contacts to get grants for research have also been made and it is hoped that, during the coming year, a cooperative research and evaluation study may be undertaken in cooperation with the U.S. Office of Education.

EMERGING CHARACTERISTICS OF DEGREE PROGRAMS FOR ADULTS

Based on the experience already gained by universities involved in experimental degree programs for adults (Brooklyn College, Syracuse University, University of Oklahoma) and on discussion of such programs by persons involved in the field of higher adult education, certain goals and characteristics of degree programs for adults have emerged.

Goals of Degree Programs for Adults

The following basic goals characterize the programs already established, and are being considered as objectives in many of the programs now being planned:

1. They aim primarily at a broad, general education to develop liberally educated generalists, rather than at developing specialized vocational, technical, or professional skills.
2. They are degree programs developed especially to fit the life-patterns, and to meet the special needs and experiences, of adults.
3. They aim to develop a thirst and desire for learning and continuing education, and to provide students with skills of independent study so they may carry on programs of life-long learning.
4. They aim at developing a broad understanding of basic concepts, meaningful relationships between disciplines and subject-matter areas, and of the general organization of knowledge—rather than at providing a mass of unrelated and discrete facts and information.
5. They aim at providing skills of study and research in depth in one particular content, subject matter, or problem, area.
6. They aim at permitting adults to pursue a program of study, leading toward the substance of a degree program, through methods which make it possible for them to work at their own pace and at times available to them for study.
7. They aim to develop clear-cut and understandable educational objectives, which will permit some comparable evaluation of educational achievement and provide the prerequisites for research about the educational aspects of these programs.

Characteristics of Programs

These broad aims are being achieved by the different universities experimenting with degree programs for adults in different ways. Based upon discussions involving these institutions, the following emerge as important characteristics of programs developed to achieve the aims outlined above. Degree programs especially for adults include the following characteristics:[1]

1. They make provisions for students to fit the work toward a degree to their work and home demands by permitting some study on a correspondence or individual study basis at home.
2. They stimulate skills of individual study through tutorial programs and individual reading.
3. Through the provisions outlined above, students who can provide evidence of educational attainment or achievement may accelerate their work toward a degree.
4. They provide for broad understanding through a series of integrated seminars in the social sciences, natural sciences, and humanities areas (and sometimes in the communication area).
5. They make some provision for providing credit for life-experience toward a degree (either through credit-hours for life-experience or by permitting students to accelerate their work in interdisciplinary areas).
6. They rely heavily on counseling to assist students to develop a program of study suited to their own needs and capacities, and to permit them to make use of a variety of educational resources in working toward the educational objectives.
7. They are based on carefully developed and clearly stated educational objectives, which define the educational substance and the outcomes desired.
8. They modify the usual and traditional residence requirements for completing a degree.
9. They use a wide variety of educational techniques and methods, including educational TV, programed learning, tapes, and correspondence study.
10. They demand study in depth in one subject-matter, content or problem, area, and the completion of a paper in that area.
11. They provide for a system of evaluation, whereby it is possible to equate life-experience with the educational objectives and to provide some basis for transferability between the various degree programs for adults.

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[1] Not all these characteristics are present in all of the programs in operation, but they are worthy of consideration as new programs are developed. Characteristics 1 through 7 are evident in most of the special degree programs now in operation, whereas characteristics 7 through 12 are present only in some of them.

12. They provide opportunities for conducting cooperative continuing research, whereby the achievement of objectives in individual programs may be measured, and whereby results in different special degree programs may be compared with each other and with educational achievements in regular degree programs.

Prerequisites for Effective Development

To permit the effective development of degree programs for adults, to ensure that they are academically acceptable and respectable, and that the experience in individual institutions is shared during the experimental period, experience in current programs suggests that the following prerequisites are called for:

1. There must be a high degree of faculty involvement in the planning, development, and continuing operation of the special degree programs.
2. Regular faculty must be involved in the tutorial and seminar aspects of the program.
3. Degree programs must be approved and supported by the administrations of the various institutions, and provisions must also be made for securing the approval of state and regional accrediting bodies.
4. Special funds in the form of grants are necessary, both for carrying on the planning of programs and for continuing evaluation and research.
5. Some organization must assume responsibility for communication between the different institutions involved in experimental programs, and for developing a clearinghouse for experimental activities in re degree programs for adults.
6. Some provision must be made for evaluation and research.

RATIONALE FOR SPECIAL DEGREE PROGRAMS

Why a Special Degree?

Degree programs especially for adults are being developed now because of a variety of factors: 1) the social need and demand for degrees, and for a method, appropriate to adults, for securing the educational substance supposedly measured by a degree; 2) the individual and personal need for an organized, coherent, and integrated program of study to provide both the substance of a general liberal education, and also the accepted currency of a baccalaureate; 3) the fact that existing undergraduate degree programs or traditional evening college programs, which merely reflect the undergraduate degree, do not meet the above individual or social needs in an intelligent and efficient manner.

The following statement about the rationale for special degree programs grew out of a discussion of this question by representatives of Brooklyn College, the University of Oklahoma, and Syracuse University.

1. There are various ways of stating what people want for students in any degree program: In general, the skills and desires necessary to move away from being spoon-fed and toward self-sustaining effort and creativity—"intelligence, dedication, understanding of history." Intellectually, contact with the organized structure of human knowledge; plus the skills of study and research (ability to discover facts, to go into problems in depth, to come up with findings, to apply them practically). Emotionally, a broadening and deepening of attitudes, putting the appropriate element of passion into learning.
2. But adults are different. They bring something different to the program: their experience. Hence they are ready for something different. They work under different pressures—toward narrowing of interests, constriction of creative imagination, petrification of values. Hence they need something different, at least in its emphases. They work under different circumstances; for them, study is a subsidiary interest. They need study which is planned with relation to their major life interests.
3. As a result, we need a program for adults which differs in the very objectives it accepts. We must deliberately counteract narrowness, lack of imagination, and rigidity by the breadth that characterizes good general education. We must recognize that adults' specialties have given them some experiences in depth, though not always experiences which are deep intellectually. If

they still need experiences in depth in order to be liberally educated, these cannot be merely subject-matter majors but must be deliberately planned to intellectualize practical experiences, to liberalize narrowly vocational experiences, or to deepen experiences with problems which cut across traditional departmental subject-matters.

4. We need a program for adults which differs in its methods. If they have learned how to learn, or if we can teach them, we need not put them into classrooms for all educational experience; the more we can lead them to teach themselves, the better. Yet the passion that should go with learning sometimes comes only by infection from others who have it; and we must provide enough "residence" to give it to those who must get it that way.
5. Finally, we need a program for adults which differs in some of its other arrangements. If they have to study part-time, we must give them the chance to use whatever time they have. If they must move about the world, we must give them the chance to make a coherent program by combining work done at different places.
6. Programs already existing for the young do not meet the special needs of adults. If a program developed especially for adults also proves eventually to be better for young people than some they are now pursuing, we can argue about this later.

Discussion of Some Questions about Special Degree Programs

Despite this rationale for degree programs for adults and the growing interest in developing such programs on a number of campuses, a number of questions have been asked by persons genuinely interested in continuing education and in the substance of educational programs. They ask questions such as, "Why a degree program at all?"; "Will not insistence on a degree program result in insufficient emphasis on the substance of education?"; and finally, "Is the citizen deficient because he does not have a degree when he may have all of the qualities a degree is intended to represent?" It is important at this point to examine and answer these questions:

First—Why the insistence upon a degree at all?

Realistically, a degree at present is the accepted currency in educational and employment circles throughout the world. It is not only understandable but commendable that the Department of Defense, whose officers in many instances retire in time for a second career, is interested in having its officers work toward degrees in a manner which stimulates liberal education. It is also understandable that women who left college and who, after their children are at school, have decided to continue their education, want to do so on an organized basis and want to secure a degree which will open up careers in teaching and business, as well as opportunities for personal growth. Likewise, in industry, it is understandable that the many men and women whose careers are stymied, and whose advancement is limited because of a lack of a degree, want to participate in a program which is both educationally meaningful and stimulating and will also provide the currency of the realm as represented by the baccalaureate. Given the economic and social demands for adults with degrees, we are interested in seeing that degree programs for adults are both educationally meaningful and also appropriate to adult life patterns.

Also, since the already developed continuing education programs especially for adults leading to baccalaureate degrees are more rigorous and more demanding than the usual undergraduate degree program, there is no plausible reason why students who complete such a course of study satisfactorily should not receive a degree.

Second—and more important, is the concern that insistence on a degree may result in insufficient emphasis on the "substance of education."

Certainly those interested in special degree programs do not want to foster or provide an easy short-cut to a degree, or a program which merely perpetuates a formal educational ritual. They are interested in furthering liberal education for adults in every way possible. They believe that experimentation in, and encouragement of, degree programs especially for adults can be one important method of improving the substance of education.

Given the fact that a rigorous program of continuing liberal education is essential, it has been found that it is more possible to involve top faculty and to secure institutional support for experimental programs related to the degree structure, than for programs which are entirely non-credit and informal. At the same time, the re-examination of objectives, procedures, methods, and content, inherent in the work on adult degree programs already underway at various institutions, suggests that one of the most fruitful areas for experimentation in continuing higher education is in these degree programs for adults. We believe, therefore, that the experimental activity in the special degree area will have more impact on the substance of higher education—both at the adult and the undergraduate level—than similar activity not related to degree programs.

Third—It is important to answer the question as to whether a citizen is deficient because he does not have a degree, when he may have all of the qualities a degree is intended to represent.

Obviously, the answer to this question is no! The crux of the matter, however, is that, although in our society a degree is the generally accepted measure of these qualities, it is almost impossible for an adult to secure a degree even if he can demonstrate that he possesses these qualities. To get the degree, an individual must either provide evidence of having served a specified amount of time in the classroom, or he must embark on a program of unrelated classes not geared to his needs and experience.

Unfortunately, very little has been done by most colleges to define what these qualities are, beyond specifying the facts and information usually required for graduation. A major and essential component of special degree programs is an attempt to analyze and define more specifically what are the "qualities" which are central to a liberal education and which should be the essence of a baccalaureate degree. It is our hope that the institutions involved in degree programs for adults will make some real contributions, not only in terms of defining objectives (or qualities), but also in helping to develop methods of evaluation whereby the achievement of these objectives may be measured.

Summary

The concept of degree programs especially for adults includes: a thorough examination of the educational objectives of a basic liberal education; a reconsideration of existing residence requirements for degrees; a consideration of the extent to which a liberal education can be pursued through individual study and tutorials (rather than merely through classes); an examination of the manner in which new communication methods and media can be used in a planned and sequential educational experience; a study of the extent to which life experiences may be evaluated toward stated educational objectives; ways in which interdisciplinary approaches to the social sciences, humanities, and natural sciences may be developed; procedures for developing new evaluation and testing instruments which measure broad educational objectives, rather than the accumulation of facts and information; and a cooperative approach by a number of institutions toward research in adult education.

DESCRIPTION OF PROGRAMS

The Brooklyn College Experimental Degree Program

The idea for a degree program designed specifically for adults originated at Brooklyn College from the observation of faculty members that among the student body of the evening college there existed a number of mature, competent, and sophisticated adults who differed markedly from the main body of students. It was sensed that this superior group was not being well served by the traditional degree program. Further consideration of this problem led to the appointment in 1954 of a Committee on Admission and Evaluation composed of five professors from different departments under the chairmanship of Professor Bernard Stern.

This committee had no final authority, but served as a "crossroads" for bringing together faculty experts in counseling, admissions, evaluation, and subject areas to consider the many substantive and practical problems involved in planning a degree program. The working hypothesis was that many adults have acquired through their life experience a substantial part of the knowledge represented in the bachelor of arts curriculum and that some systematic evaluation of that experience could equate this knowledge with academic credits. Credit, it was suggested, might be granted for this demonstrated mastery of subject matter, saving these mature adults the tedium of studying again much that they already knew, as they passed through the traditional 128 credit hours required for the degree.

With staff assistance and a grant from the Center for the Study of Liberal Education for Adults, the faculty committee devised a plan for evaluation of life experience which would fit adult students quickly into the established pattern of the Brooklyn baccalaureate program. No effort was made to re-structure the degree curriculum or to modify its objectives. It is a liberal arts program intended to provide a liberalizing and useful body of knowledge, to develop clarity and precision in thinking, reasoning and expression, to foster individual responsibility and constructive social relations in the life of the student, as well as to assist

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him in developing a satisfactory career. These established objectives, the Brooklyn faculty felt, are as valid and important to adults as to any other student pursuing the program. Moreover, though many of these objectives may be achieved through reading, observing, independent study and other methods, extensive personal interaction between faculty members and students was judged indispensable in achieving some of the goals. There has never been, therefore, any effort to reduce or eliminate this personal interaction, nor have residence requirements been eliminated. The curriculum consists of a prescribed core of courses in the basic areas of knowledge: the humanities, and the natural and social sciences. To this are added electives which allow the student to develop both a greater range of knowledge and a more thorough understanding of an area of particular interest to him. The degree follows satisfactory completion of 128 credit hours of classroom work.

Seeking advice from senior administrators of the School of General Studies and the College, from various specialists, and from the teaching staff, the committee proceeded with caution in recommending modifications of the traditional procedures which would make the degree more flexible. Meetings were held with students and case studies made of their needs. Innumerable problems of adjusting college regulations and procedures to the contemplated program were examined. There were, for example, regulations established during World War II to put a top limit on the amount of credit which might be granted for military service. These and many established procedures of the admissions and counseling services required modification. Discussion of the proposed program was carried on through reports in the Staff Bulletin and through extensive informal communication facilitated by the inter-disciplinary character of the committee and its middle position in the college administrative hierarchy. It was quickly found that both the administration and the faculty of Brooklyn College took a lively interest in the objectives of the experimental program and in the educational challenges which it presented. Moreover, all the myriad modifications and adjustments which have made the Brooklyn program a success have been extensions or interpretations of already existing policies and practices of the College. Though vigorous experimentation has made the degree program flexible and extremely well suited to the needs of many adults, no fundamental departure from the Brooklyn College conception of liberal education or from its philosophy of how the degree should be attained has been required.

The basic hypothesis of the Brooklyn program is the assumption that the one thing that really distinguishes the mature adult as a learner is the quantity of his life experience, and that reliable methods may be devised to equate some of his knowledge with the content of credit courses in a degree program. Thus recruitment of students and evaluation of their experiences are crucial factors in the experimental program. When the project began in 1954, the faculty members were convinced that only a small group of students could be handled. Students have been obtained chiefly through the personal recommendations of the 1,000 members of the Brooklyn faculty. In the initial group, 32 students were selected from 130 nominations from the faculty. In later years radio announcements, press releases, and announcements to unions, professional, and civic organizations have been made; still faculty recommendation is the primary source of applicants.

The basic criteria for selecting students are:

1. Is the candidate over 30 years of age?
2. Is his background of experience translatable into an academic level of achievement?
3. Does he show academic promise?
4. How would he and society profit from furthering his liberal education?

A six-page application form delves into the potential student's variety of experience and range of interests. The American Council on Education Psychological Examination provides further evidence of scholastic aptitude in a second screening step. There follows a detailed interview with a counselor who understands thoroughly the unique requirements of the experimental program. Following a specially devised form, this counselor explores the candidate's motivation and looks specifically at the congruence of his background with the academic requirements of the degree. Area tests of the Educational Testing Service give further help in assessing the student's orientation in the humanities, the social sciences, and the natural sciences.

Over the years, experience has led to modification of the entrance requirements. Increasing stress, for example, has been given to the emotional stability of the student and the steadfastness of his motivation, for best achievement seems to require these qualities as well as intellectual competence and a rich experimental background.

Perhaps the most interesting aspect of the Brooklyn program is the method worked out for equation of knowledge gained through experience with academic credit. The committee set up a panel of faculty representatives, one from each department, to evaluate adult achievement in terms of college credits. Each representative was recommended by his department for this purpose, and each adult was sent to those representatives in whose departments his experience indicated possible creditable achievement. For the courses in his department the evaluator made up a check list of objectives, including familiarity with subject content. During the interview with each adult, his questions searched out the extent to which the candidate had achieved these objectives. To confirm these findings, he assigned either a written examination, a performance test, or a paper to be prepared by the adult and forwarded to him for appraisal.

Recommendations were of three kinds:

(a) Courses creditable without further preparation by the adult.
(b) Courses creditable after independent reading during a period of between two weeks and two months.
(c) Courses creditable after special accelerated tutorial service extending over a somewhat longer period.

The evaluation form required recording of the specific evidence or documentation, such as examinations, objective evidence of achievement, performance, or samples of creative work, in support of recommendations. Where an adult had clearly mastered the objectives of a course by virtue of long activity in the field, he could be recommended for immediate credit by examination.

Sometimes the representative felt that the student's background and experience approximated some of the goals and content of course work, but that there were important gaps in the student's understanding and knowledge that had to be filled in. In some instances, independent study was sufficient to meet the need. The student was given a study guide outlining the major objectives and content of the course, a reading list, and sample questions to pose for himself while studying. Eventually, his competence in the field was again certified by examination.

Experience with these evaluation procedures soon demonstrated that experience can be equated with academic credit, but also that the students have most often learned the specialized knowledge of the advanced elective courses rather than the broad theoretical understanding which is the objective of the introductory required courses in the baccalaureate curriculum. Invariably these gaps in basic theoretical knowledge were revealed, even among those adults who had a very secure grasp of the practical aspects of many subjects.

Limits were soon discovered, too, in the degree to which independent or informal study could substitute for instruction and interaction with the faculty. Even these highly selected and superior adults tended to flounder when left too much to their own devices. The students themselves recognized this and expressed their views vigorously at the frequent social meetings between faculty and students. They called for more contact with tutors and more group study, though they did not want the multiplicity of courses and paraphernalia of the traditional classes.

With these considerations in mind, faculty teams went to work planning a series of tutorial seminars covering the broad fields of knowledge in the prescribed courses in the Brooklyn degree curriculum. These courses are in four sections: communications, humanities, social science, and natural science (including mathematics). The seminars were constructed by re-ordering the materials in the various fields to make them more suitable to adults and by emphasizing the methods which had proved effective with adults. In 1956 the faculty council approved the four seminars as alternative equivalents to the prescribed basic courses in the baccalaureate program. In addition, it agreed that students in this program need not study a foreign language, and waived physical education requirements. The whole group of seminars represents 56 credits, 8 in communications and 16 in each of the other areas.

The humanities seminar is typical of the type of program which resulted. It meets for 7 hours a week, 3-1/2 hours on each of two nights, and requires 16 hours of supervised study per week. It is an integrated study of the arts, literature, philosophy, and history. Materials are drawn from paintings, sculpture, architecture, music, and philosophy, and studied both in terms of their intrinsic value as art objects and in terms of their historical setting from the Greeks to the present. A substantial reading list is supplemented by visits to museums, plays, concerts, public buildings, and other cultural repositories. The seminar is limited to from 20 to 25 adults and is taught by a professor of literature, assisted by numerous visiting lecturers from the departments of art, classics and world literature, history, music, and philosophy.

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These seminars appear highly satisfactory to teachers and students. The students protested that after the maturity and stimulation they encountered in the seminars, the conventional elective courses which followed seemed impoverished and tedious.

In response to this complaint a special faculty committee was appointed to formulate advanced seminars which might be offered as electives. Three of these advanced electives were in due course approved by the faculty council. Each of them is staffed by instructors from at least two departments. Each meets three hours a week for two semesters and leads to four credits. "Studies in the Arts of America" and "Studies in Social Science Investigations" are intensive courses requiring independent work and intended to reduce the compartmentalization typical of advanced studies in the humanities and social sciences. A special terminal seminar, "Images of Man," intended for seniors only, deals with the promises, failures, and successes of modern knowledge in understanding the human condition. It serves as a critical and integrating exploration drawing on all that has been learned in previous seminars.

In the period 1954-1962, a total of 300 students entered the Brooklyn program; 136 are still in attendance; 80 have withdrawn; 84 have graduated. Many of the graduates have gone on to higher degrees in a variety of institutions. These 300 were chosen from 1340 applications considered, with the rigor of this selection process resulting in a student group of unquestioned intellectual superiority and a wide diversity of experienced background.

The number of experience credits for which the adults have qualified ranges from none to 46, with an average of 36. Throughout the experiment, costs have been carefully considered; the adult students have been assessed fees for special diagnostic and tutorial services. They have paid these fees in addition to higher tuition rates quite willingly, making the special degree program self supporting.

National attention has been focused on the Brooklyn experiment and it is widely studied as a model for improving undergraduate education. It has demonstrated, certainly, the validity of the basic assumptions underlying adult degree programs. It has shown that an imaginative attack on the educational problems of adults will quickly engage the interest and cooperation of faculty members. In addition, since it has been so long in operation and so carefully reported, the Brooklyn experience provides a great body of detailed information on the types of students who enter these programs, their achievement in and reactions to the program, the effectiveness of various teaching methods, and much data on the administrative problems typically encountered. The principal reports of the Brooklyn experience (see Stern references in the attached bibliography) should, therefore, be particularly valuable to those who are considering or planning adult degree programs.

The Syracuse University Associate in Art in General Education

The 60 credit hour adult degree program developed by University College of Syracuse University was initiated in 1959 and leads to an associate in art in general education degree. A program similar in goals, though different in content, had been established some years previously, but lapsed because funds to sustain it through its experimental phase were not available. Reconsideration of the importance of providing a sustained program of liberal education especially for adults led the university to initiate the present degree program as a high priority commitment. A grant from the Center for the Study of Liberal Education for Adults assisted in planning and establishing the program.

With the approval and support of the university administration, University College staff members devised a curriculum based on a core of seminars in the humanities, natural sciences, and social sciences. These are supplemented by elective courses drawn from the wide offerings of University College, by a 15 hour concentration of courses in one subject area, and by independent work on a community project or a creative work in the arts.

An overall faculty committee from the three basic subject areas was appointed to outline the general objectives of the program and to present in some detail the policies the committee recommended for further planning. Their function was to prepare detailed statements for the three core areas of the curriculum, and also the community internship aspect of the curriculum. The general program developed by the faculty was presented and approved by departments and divisions of the College of Liberal Arts, by Curriculum Committees of the College of Liberal Arts, University College, and the University Senate, and by the full faculties of the College of Liberal Arts, University College, and the University Senate.

The degree program was designed for adults and is concerned with its own standards. It is not based on concepts established for undergraduate education. It was independently conceived not only because of the desirable attributes of adults as learners, but also with an awareness of their limitations. Many adults have deep emotional investments in particular intellectual positions, others have grown wary of any commitment. Study skills and writing habits may be rusty. These factors, too, were taken into account and the provision of special assistance with these problems was included in an effort to reduce their effects.

The program is thought of as a terminal degree which provides liberal education for mature adult students who want to continue their learning in the company of others, in a credit program drawing on the entire resources of the university. The program is for those able people who, because of family or economic considerations, did not commence or complete undergraduate degree work. It is also for those who have completed a degree program, particularly in professional fields, who are now involved in family and social responsibilities, and have a need to up-date and fill gaps in their earlier education. It is for those who have enthusiasm for ideas, desire for insight and fresh associations, and the courage to better understand themselves and their fellow men. It proposes to provide the adult student with the knowledge of the natural sciences, social sciences, and humanities in sufficient depth and breadth to enable him to understand the relation between the three broad areas of knowledge, to understand the investigative methods used within each field, and to read the works of scholars in each field. There is a special emphasis in the Syracuse program upon adult education for public responsibility.

More specifically, the stated objectives of the associate in art degree are:

. . . increase sensitivity to the world in which the adult is a part and to do this by the consideration of a host of ideas that the student has imperfectly appreciated or never come upon before.

. . . sharpen skills of critical thinking and enhance the ability to develop valid generalizations with these talents being applied beyond the limits of any one vocation.

. . . develop in greater depth a personal philosophy, based on knowledge of the great religions, ethical, and scientific contributions to the understanding of life, and to consider the changing boundaries between the worlds of private and public affairs.

. . . appreciate diversity and adapt to, but also influence, the course of change.

. . . heighten understanding and enjoyment of literature, music, and the arts by acquiring bases for judgment and taste and by becoming sensitive to the artist's contributions to the ordering of human experience.

. . . understand the findings about and ways of investigating the physical universe.

. . . enhance an informed sense of responsibility in the area of democratic citizenship ranging from community problems to international responsibility.

. . . emphasize the development of intellectual skills as a basis for continuing independent learning and self-education.

. . . provide mental stimulation so that the routine and ennui of life will be lessened and growth encouraged.

Four inter-related curricular sections carry the student toward these objectives. At the core are three especially designed eight-hour seminars in science, humanities, and social science. The emphasis in each is upon ideas, integration of knowledge, and appreciation of the standards of knowledge. Even in these basic courses the faculty placed considerable emphasis on independent study, particularly on extensive individual reading programs based on carefully prepared bibliographies.

Fifteen semester hours are devoted to more specialized courses in an area (e.g., a particular science, religions of the world, Russian studies, human relations, etc.) of interest to the student. From this concentration the student derives the benefits of study in depth and a model of how to expand his systematic study of other topics which engage his interest.

The equivalent of nine credit hours of study is devoted to an interesting and pioneering effort to guide the adult students to active independence of the classroom. Each undertakes some new community participation, identifying a community need on which he chooses to work. This practical work is related to the total educational experience through conferences with faculty members.

In addition, each student initiates some development of his creative talents by performing a scientific experiment, creating a painting, writing, or attempting some other creative activity in which he has an interest.

In connection with this independent study and creative work, each student, under the guidance of a faculty tutor carries on a reading program intended to help him develop his own private philosophy and to see its relation to his public responsibilities in modern society.

The fourth part of the degree curriculum allows the student to choose courses from the University College in an effort to widen and expand his range of interests and to encourage exploration of new subjects.

Throughout his study period the learner is engaged in a tutorial relationship with the faculty in which his needs and problems are assessed. Special non-credit courses in reading, writing, speaking, and study habits are available if required. English composition is emphasized in all parts of the program.

The 51 students presently registered in the program range in age from 27 to 60 and come from a wide variety of occupations: bank employees, social workers, government employees, insurance agents, office managers, secretaries, and homemakers. They are admitted to the program only after careful screening and after meeting all the usual admission requirements of the university. Evaluation of academic progress is by course marks, oral and written exams, and through the continuous counseling developed in a tutorial relationship with faculty members.

Senior faculty members of the College of Liberal Arts teach the basic courses, with the assignment rotated among the staff each three years. All of the teachers are selected on the basis of the excellence of their teaching and the appropriateness of their teaching style to adult students. Administering the program are a College of Liberal Arts faculty member and a program administrator of University College, the adult division of the university. The degree is awarded jointly by University College and the College of Liberal Arts.

Cost of the 60-hour curriculum to the student is about $1,800, plus about $50 for books, mostly paperback editions. Eight of the currently enrolled 51 students are being assisted by tuition remission programs of their employing companies. It is intended that the program should be completed in four years of part-time study. One student graduated in 1962, and two others graduated in June, 1963. Six hope to finish in 1964.

In this early and experimental stage both students and faculty are enthusiastic about the special degree program. The only students who have dropped out of the program have done so because they were transferred by their companies. Two of these drop-outs have registered for adult degree programs at other schools: one at University of Oklahoma and one at Brooklyn College. Though many of its characteristics contribute to this feeling, all concerned think the critical factor in the success of the program is the selection of students and faculty well suited to the unique demands of the adult degree program. Among the experimental programs we are examining, the Syracuse degree is the only one of less than baccalaureate length. The assignment of students to active community projects and the requirement of a substantial creative work seem also to be unique. In general the program is designed to make maximum use of the regular courses of University College and again in general, to relate closely to the usual system of admission requirements, course evaluation, and accumulation of credit hours as a condition of graduation. Numerous modifications have been introduced for the adult students, however, including notably the invention of the basic seminars especially for adults and the strong emphasis on independent study in a tutorial relationship.

In fall, 1962, the associate in art program was evaluated and endorsed by the Curriculum Committee of the College of Liberal Arts and a faculty committee was appointed to consider an additional two-year program leading to the baccalaureate degree. The ensuing proposal for planning has now been accepted by the Syracuse faculty and has received a supporting grant from the Carnegie Corporation.

The final two years will emphasize independent study based on selected lists of books, with intensive residential seminars of short duration before and after each segment of the program. It is envisaged that the two year final program will allow for pursuit of special interests by the students, will be much less a classroom-dependent experience than the first two years, and will prepare the students for achieving the degree through a series of comprehensive examinations.

Detailed planning should lead to faculty adoption of the plan in October, 1964, and hopefully, to initiation of the final two years in February of 1965.

The University of Oklahoma Bachelor of Liberal Studies

The University of Oklahoma Bachelor of Liberal Studies is a new degree program designed especially to meet the educational needs of adult part-time students. The methods for attaining the degree depart drastically from conventional procedures in order to provide greater flexibility for adult study in achieving the intellectual competence required for the degree. Moreover, the curriculum itself has been constructed by the Oklahoma faculty especially for this program, includes no credit hours, and is not a modification or adaptation of any existing undergraduate degree program.

Presently in operation with its first group of students, and supported in part by a grant from the Carnegie Corporation, the program required about three years of discussion and planning. The idea originated in a year-long faculty seminar on the liberal education of adults. This seminar, composed of an outstanding group of faculty members and administrative officers of the university, deliberated during the year 1957-58 at a series of general meetings (including residential weekends) which sometimes featured presentations by consultants from outside the university. Staff and financial assistance were provided by the Center for the Study of Liberal Education for Adults. Four committees were formed (including a so-called day-dreaming committee) to consider the general question of how to improve the university's adult education program. Among the recommendations of the seminar was one proposing further exploration of a liberal arts degree program for adults.

To implement this recommendation, a degree committee was appointed in October, 1958, under the chairmanship of J. Clayton Feaver, the David Ross Boyd professor of philosophy. During the following year, this committee worked intensively to examine the possibilities and the experience of other institutions. Their activities included extensive consultation with their faculty colleagues, attendance at national meetings concerning liberal education for adults, and visits to potentially useful experts, for example, the University Examiner of the University of Chicago. The committee was soon augmented by faculty members designated to develop the curriculum proposals in the humanities, social sciences, and natural sciences. A preliminary report received considerable discussion at a weekend residential meeting for faculty colleagues held in October of 1959, and the work of this committee was written up in a set of specific recommendations which, with the approval of the faculty and regents of the university, underlie the bachelor of liberal studies program now in operation.

Though vigorously experimental in every respect, the degree program is based on extension and exploitation of well-tested basic principles of advanced standing, of independent study, and of counseling and advisement. The general objectives are:

1. Knowledge of the natural sciences, social sciences, and humanities in sufficient depth and breadth to enable the student to understand the relation between the three broad areas of knowledge, understand the investigative methods used within each field, and to read, interpret, and evaluate the works of scholars within each field
2. Understanding of self
3. Understanding of the behavior of individuals and groups; knowledge of one's own and other contemporary cultures
4. A historical view of man's development—social, intellectual, scientific, artistic, and religious; and the probable direction and effect of political, economic, and technological changes
5. Understanding of great literary, scientific, and artistic works

Having defined the general objectives of the degree, the committee pursued an interesting investigation of various approaches to curriculum planning in liberal education and the methods which have been used to identify and classify the fields of study which should be included. A basic approach was finally adopted which attempts to relate "central learnings," i.e., accumulated knowledge to "central problems," the problems presently most salient in modern life.

Next, the committee agreed on the expediency of defining, in detail, the scope of the curriculum for each of the three areas by means of a list of basic books. The committee recognized the limitations of such an approach, particularly the problem of achieving agreement on such a list. It was decided that the list of basic books should never become rigidly defined, but should be subject to continuous review and revision by the faculty offering the program of studies. The use of a list of basic books to assist students and faculty in defining the curriculum would avoid the use of the books as a device for restricting either the breadth or depth of the student's study.

The curriculum covers three broad areas: the humanities, the social sciences, and the natural sciences. An overriding theme, "Man in the Twentieth Century," is developed through the "central learnings-central problems" approach, with the student progressing through an unusual and imaginative series of learning experiences in six steps.

Admission-Placement-Advisement

Application for admission, including information on previous formal and informal educational experiences, is made. Tests of college aptitude, general educational development, basic skills, and in some instances, advanced standing tests in humanities, social sciences, and natural sciences are completed. The student is assigned a counselor in each of the three areas and is advised of his level of attainment in each area. With assistance of advisers, he plans a program of independent study and receives information on all resources available to him for the completion of Step 2.

Independent Study

On a voluntary basis, the student completes a program of independent study including reading from a list of approximately 120 basic books with the advice of area advisers. He simultaneously selects from and participates in the variety of programs available through: (1) discussion groups on and off-campus, (2) weekend residentials at the Oklahoma Center, (3) auditing of some regular or evening college courses, (4) correspondence study, and (5) educational radio and television programs—all with emphasis on content and information relevant to the goals of the BLS program. Comprehensive examinations are taken over the "central learnings" for each of the three areas.

Area Residentials (by invitation of faculty on recommendation of area advisers and satisfactory performance on area exams)

The student completes three weeks of intensive, full-time residential study in each of the three areas. These area seminars are taught by an inter-disciplinary team of scholars with the use of additional resource scholars as needed. He is evaluated by staff members of the seminar. The student completes a minimum of one year additional study including preparation of a "topic in depth."

Inter-Area Residential (by invitation of the faculty on recommendation of area advisers)

The student completes an inter-area seminar consisting of four weeks of intensive, residential study of a "great theme" or "central problem" cutting across all areas of knowledge and designed to assist the student in the integration of his learning. Inter-area seminars are conducted by an inter-disciplinary team of scholars with the use of additional resource scholars as needed.

Comprehensive Examinations (Inter-Area)

During the inter-area residential, the student completes comprehensive oral and written examinations testing his ability to integrate all three areas of knowledge. Examinations include both faculty-designed tests and such nationally recognized tests as the Area Tests of the Graduate Record Examination of ETS, Princeton.

Student Is Recommended for the Bachelor of Liberal Studies Degree

This curriculum pattern allows the student considerable flexibility in the sequence in which he chooses to take up three subject areas. Step 2, independent study, allows for acceleration of the program at the discretion and in terms of the ability and prior learning of the student. Nonetheless, the requirements of residentials and examinations contain a prescribed sequence which make it impossible to complete the program without devoting study and attention for a period of at least two years.

Similarly, though examinations and testing play a major role at each step of the program from admission to graduation, the BLS is by no means a degree earned by examination. The personal evaluations by the counselors and by the faculty of the residential seminars are significant in the over-all assessment of student progress. Achievement of the degree is based finally on five differing types of evaluations:

1. Evaluation of the student by his team of area counselors
2. Evaluation of the student by the staff of the area and inter-area seminars
3. Quality of the paper presented by the student, dealing with a topic in depth
4. Performance of the student on comprehensive oral and written examinations
5. Performance of the student on the Graduate Record Examination

The degree program is administered by a newly created College of Continuing Education within the Extension Division. The faculty of the college is composed of representatives of the various budgetary units of the university and all other faculty members who have any significant teaching or counseling responsibilities in the program. All are selected from the general university teaching staff and collectively they have the same control over curriculum and standards as the faculties of other academic units. Twelve members are elected to an executive committee to serve a policy-recommending, evaluating, and supervisory function under the chairmanship of the dean.

Organization of the extensive counseling services required by an educational program so dependent on personal guidance and independent study has been thought through with similar care. Much advisement is required to assist students in "selecting, entering upon, and making satisfactory progress in" the program. With students working at a distance, each pursuing his own program at his own pace, it is apparent that this advisement itself would lay a heavy burden on the faculty. It has, therefore, been placed in the hands of a full-time counselor in the Center for Continuing Education who has responsibility for general liaison between the individual student and the College including the collection and maintenance of records, arranging interviews, and all other guidance functions not directly related to the subject matter of the academic program.

In each of the three subject areas each student is assigned a faculty adviser who provides personal advice and assistance in all matters pertaining to the academic program. Together the three advisers form a committee for each student which plays a major role in guiding and evaluating his progress toward the degree.

A schedule of fees has been established which it is hoped will make the BLS program self-supporting from student fees when its pilot experimental period is over. These fees are spread over the several years of the program and related to the various steps toward the degree. The minimum fee possible for the total program will be $1,300, with travel and the costs of food and lodging at the residential seminars as an extra cost. Total costs may average considerably more than resident students in this public institution pay as tuition, but drastically less than the usual cost of acquiring a degree through the traditional four years of residence on campus. No additional out-of-state tuition is required for non-resident students of the BLS.

A pilot group of 75 students supported by a grant from the Carnegie Corporation initiated the program and at this time about 250 adults are enrolled from 21 states and three foreign countries. They are a diverse group including executives, military personnel, civil service employees, farmers, technicians, and housewives, ranging in age from 21 to 79 with an average age of 41. Six students have completed the degree, graduating at the spring commencement. Eight have completed the inter-area seminars. This group achieved remarkable scores on the Graduate Record Examination, not only in comparison with college seniors in general, but with those seniors who had majored in the three subject areas of the BLS curriculum. If this trend continues as more data are collected, it will quickly be demonstrated that the intellectual attainment level of the BLS student is very superior.

The University of Oklahoma faculty members are much encouraged by the progress of the BLS program and presently have in process plans for extending the program to the master's degree level. Among the special degree programs now in operation, the Oklahoma experiment is clearly the most vigorously experimental. Particularly useful in the BLS reports (see the bibliography) are the thorough descriptions of the planning process which led to establishment of the program and the detailed preliminary statements (including reading lists) prepared by the faculty for each of the three subject areas.

Queens College Adult Continuing Education Program

In the Fall of 1963 the School of General Studies, the adult division of Queens College in New York City, will initiate a special baccalaureate degree program designed for high school graduates who have been out of school for at least ten years and for adults who withdrew from college for other than academic reasons. The school is now evaluating some 225 applicants of which they expect to admit 30-60.

The purpose of the adult continuing education program is to provide an opportunity for a limited number of carefully selected adults to matriculate for the baccalaureate degree with advanced standing. The foundation of the program is a special series of inter-disciplinary seminars in the arts, natural sciences, and social sciences. Successful completion of this series of seminars, together with an approved foreign language program, will constitute one-third to one-half of the work for the degree. The remaining number of credits required will be distributed between the student's chosen field of concentration and grouped elective courses.

In order to take advantage of adult experience and to accelerate progress toward the degree, the basic seminars of the ACE Program provide maximum opportunities for independent learning. The seminars will be under the guidance and instruction of panels of faculty members of the College, thus making available to the student expert and specialized knowledge of a wide range of subject matters.

On the basis of counseling interviews, diagnostic testing, and evaluation of previous academic records, each student will be assisted in planning a program of studies suited to his individual needs. Wherever possible, the student will be helped in his progress toward the degree by the use of exemption examinations, equivalency credit for demonstrated achievement, and through independent study.

The inter-departmental seminars in the arts, sciences, and social sciences have been constructed especially for this program. They will meet weekly and will include lectures, demonstrations, and individual tutorial conferences, with particular stress on independent study. Only students admitted to the adult continuing education program will be admitted to the seminars.

The course description of social science seminars 1 and 2 may be quoted as illustration. This seminar covers two semesters, leading to six hours of credit in each semester with $120.00 tuition per semester. The title of the seminar is "Studies in History and the Social Sciences."

> The major periods in the historical development of western civilization are studied through analyses of documentary materials. Emphasis in the first semester is given to political, economic, religious, and philosophical developments up to the end of the nineteenth century. The work of the second semester will be devoted to the major economic, political, and social problems of the twentieth century. The two world wars, the Great Depression, the rise of Fascism and Communism, and the new relationship between the west and non-west are placed in the perspective of the social sciences.
>
> Special attention in both semesters will be given to developing an understanding of the methods and basic principles of the social sciences. Students will submit frequent oral and written reports to the seminar. Each student will prepare at least one major paper in each area of the social sciences under the direction of a faculty representative from that area.

The Adult Degree Program at Goddard College

Goddard College in Plainfield, Vermont, has instituted beginning this summer a special adult degree program, leading to the Goddard bachelor of arts degree. With considerable experience in adult education and an emphasis on independent study for its undergraduates, Goddard has devised an adult degree program that combines six-month periods of independent study with week-long residential seminars, which initiate each six-month cycle.

The residential seminar is devoted to a single broad area of the curriculum, highlighting problems and possibilities for study in that area. Individual conferences with members of the staff will be used for further exploration of parts of the study area, and for planning independent study.

Participants must have completed at least a year of satisfactory college work, have been out of college for at least five years, and be at least 26 years old. During orientation week, at which time all students must be on campus, new members will be helped to re-discover college study, and to examine their individual aims, needs, and potentials. A number of tests will be administered, some for research purposes and some to help in placement.

In carrying out their independent studies, participants in the program will keep in touch with the faculty in a number of ways. Correspondence, telephone conversations, the exchange of tape recordings, a monthly newsletter with progress reports on the work of various members, regional group meetings with one or another of the faculty, and short visits to campus, are among the possibilities.

The opening cycle, starting in August, 1963, will provide resident seminars and opportunities for independent study in the history, government, literature, and economics of America.

The second cycle, starting in February, 1964, will deal with science and human values, involving studies in natural science, conservation, religion, and philosophy.

Cycle three, starting in August, 1964 is planned about non-western civilizations: the culture, history, and government of India, Africa, and the far east, and the problems of international relations between western and non-western nations.

The fourth cycle, starting in February, 1965, will deal with the individual and society, with studies planned in psychology, sociology, anthropology, and the arts.

At the end of a participant's first study cycle, he will be told how many cycles he will need to earn the bachelor of arts degree. His placement will be made in the light of the work done during the first cycle, test results, his plans and goals, and the relation of these to his previous college work.

The Johns Hopkins University Master of Liberal Arts

McCoy College of the Johns Hopkins University, with financial assistance from the Carnegie Corporation, has established an adult liberal education program at the master's level. Emphasizing the history of ideas, the program provides an opportunity for broader knowledge and understanding. It seems particularly well suited to students whose previous degrees were in professional areas, for recent studies have shown how widely liberal education has been de-emphasized in these programs. The new degree does not emphasize research, omits the usual master's essay, and requires no foreign language.

Thirty credit hours are required, of which 18 are concentrated in the seminars on the history of ideas developed especially for the program. An additional 12 credits may be elected from the seminars or from the regular courses of specified departments. All work may be taken on a part-time basis in McCoy College, the evening division of Johns Hopkins; the project must be completed within five years. Applicants must have a bachelor's degree with an average of B or better in the last half of their undergraduate program. Formal application for admission and grade transcripts are required.

The master of liberal arts program appears to be especially suited to adults because of its liberal education focus and because a substantial part of the curriculum has been created with these students in mind, rather than because of any drastic revision in methods for attaining the degree.

In the 1962-63 year the following seminars were presented by members of the Johns Hopkins faculty: "The Idea of Political Obligation"; "Intellectual History of the Middle Ages"; "Portraits of the Artist in Modern European Literature"; "The Comic: In Theory and Practice"; "Organisms through Time"; "The Uniqueness of the Individual—A Biological Point of View"; "Democracy and National Security: Problems in American Twentieth Century Diplomacy"; and "The Literature of Love from the Middle Ages to the Renaissance." Additional seminars will be offered as the program develops.

The course description of the seminar on "The Idea of Political Obligation" may indicate the nature of liberal education provided as the core of the degree program. This seminar meets once a week through two terms and results in six credit hours. The fee is $75.00 for each term.

> The nature, extent, and limitations of man's duty to the political order comprise the lasting theme of political theory. This course will examine continuity and change in its treatment in western thought.
>
> The first term will take up the classical Greek analyses of conflicting loyalties (Antigone) and of the demands of rational citizenship (Socrates); the Christian concern for God's will and man's higher destiny as limits on worldly authority; the justification of absolutism as needful for worldly order and welfare; and doctrines of rights and consent to ensure that such an order may not be oppressive.
>
> The second term will concern itself with the individualist emphasis on the political order as instrumental and the claims of self-interest (utilitarianism); with the opposed view that the claims of community are overriding, and that the individual is fulfilled in and through the State (political idealism); with political pluralism as a denial of the special claims of the sovereign state, and an emphasis on group rights; and with the conflicts in our time between duties arising from public role and office and the ethical obligations and claims of persons.

McCoy College reports that student and faculty enthusiasm for the new degree program has been almost overwhelming. Despite rigorous adherence to the high admission standards, announcements to alumni and to the press (including an unsolicited Time magazine article) quickly produced a flood of qualified applicants. In the first year, 159 students were enrolled, ranging in age from 20 to 70 (median age: 37), from a wide range of vocational backgrounds, and with first degrees from 71 different universities. Additional faculty members have volunteered to develop the additional seminar sessions required for such a large group. Observation so far has suggested to the faculty that there is little correlation between age or number of years out of school with achievement in the seminars and that many of the students should be encouraged to further academic work, although the program is primarily intended to be a terminal one.

The San Francisco Theological Seminary Doctor of Scientific Theology: An In-Service Professional Degree Program

The adult degree programs described thus far have been liberal education programs intended primarily for persons who have not achieved the baccalaureate degree. The rationale for designing degree programs especially suited to mature adults is certainly no less cogent when the educational needs derive from professional or vocational interests. An interesting and pioneering program in which many of the adult degree principles are applied to continuing education for practicing ministers is the in-service doctoral program of the San Francisco Theological Seminary.

The program is specifically intended for a small group of highly qualified, ordained, and regularly employed parish ministers who wish to improve their competence as ministers through continuing education at the highest academic level. It differs significantly in content and method from the Seminary's Th.D. program which prepares ministers for scholarship and teaching in colleges or seminaries. Formal learning is regarded as a means to pastoral competence rather than as an end in itself. Subject matter mastery, conversance with ideas, and research skills are meaningful only when they have been translated into action in the minister's own parish. Thus, in the S.T.D. program, the local parish is regarded as a laboratory in which the degree candidate is expected to relate the theological disciplines to the practical work of his church.

Seven years are normally required to complete the program which consists of three six-week summer quarters of residence on campus, supplemented by five carefully supervised in-parish study periods. Comprehensive examinations and preparation of a dissertation complete the degree requirements.

The resident portions of the program are intensive periods of library work. This half of the program is a prescribed curriculum covered by all students. They are expected to prepare for these residential periods through sustained programs of guided reading, so that best advantage can be taken of the six-week periods.

Five year-long in-parish study projects complete the remainder of the formal studies leading to candidacy. These projects offer opportunity to explore in depth problems found in the student's pastoral work. They are planned in advance and supervised through correspondence with faculty. Persisting fundamental problems may be explored in a series of related projects, or the student may devote each project to a different aspect of his work. Each project, however, must derive from the parish life of the minister and must demonstrate the translation of academic learning into more effective ministry, which is the basic purpose of the program. This principle applies no less to those students who are working in foreign countries. For these candidates, faculty members are designated as advisers only if they are familiar with the culture in which the student is working, even if the Seminary must employ a qualified scholar outside its own faculty.

These in-parish projects depend heavily on correspondence study and close collaboration between faculty adviser and student in constructing a study plan which will in fact lead to increased competence in the student's particular action situation. Sermons and other materials are submitted as evidence that the translation of formal learning into better ministry is actually taking place. Moreover, the degree of independence expected of the student is increased each year to insure that he will acquire the habit of lifelong learning. "Pastors ought to be learned men because they are learning men" is a basic assumption of the program.

The program is now in its third year with about 50 students enrolled. The Seminary does not regard the S.T.D. as an "experimental" program, for eight years of careful thought and planning went into its preparation. It is instead a demonstration at the highest academic level that outstanding leaders can be trained by the methods of the program. When this demonstration is completed, a master's program and non-credit courses will be initiated.

Experience with the S.T.D. already has lead the Seminary faculty to explore the possibility of greater use of correspondence study in the undergraduate curriculum, for example, in Greek grammar and church history courses. New thinking has emerged also on the problems of basic theological education in which the bachelor of divinity program is seen as an introduction providing the tools, goals, and methods for the open-ended continuing education which should follow throughout the life of the minister.

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San Francisco Theological Seminary, San Anselmo, California

THE VASSAR INSTITUTE
FOR WOMEN IN BUSINESS

AUGUST 5–19, 1956

Sponsored by

National Secretaries Association (International)
The Center for the Study of Liberal Education for Adults
Vassar College

A Report of the Participant Observer

by

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PRELIMINARY ANNOUNCEMENT AND SCHEDULE

How the Institute Developed[1]

This program is the result of a great deal of study by the staff of the Center for the Study of Liberal Education for Adults concerning the education of adults who have already had considerable vocational or professional training and experience.

It takes into consideration the fact that there are a large number of cooperative programs between universities, business groups, professional societies, and voluntary organizations developed for the purpose of improving leadership and up-grading rank-and-file membership. It recognizes also that many courses for skill-development and self improvement are available for individuals who desire to take advantage of them. It further recognizes that the greatest number of special programs available to business and industry are designed primarily for men who are being tapped for future policy-making roles, and who therefore require some formal basic training in the administrative process and the managerial art. Two of the best known such programs are the Advanced Management Program at the Harvard Graduate School of Business and The Executive Program at the University of Chicago. Their counterparts can be found in almost every university in the country.

Although these programs have had a primarily vocational emphasis, there is nevertheless a trend toward a belief in the need for liberal, general, or humanistic education for top business leadership. Examples of this kind of thinking can be found in:

1. The series of conferences on Industry and the Liberal Arts developed by the College English Association Institute in which humanists, industrialists, and representatives of labor have met to discuss the relevance of humanistic education to an industrial society.

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[1] The remarks which follow constitute part of the preliminary announcement of the Vassar Institute, prepared by the Center in the Spring of 1956.

2. The Institute for Humanistic Studies at the University of Pennsylvania for future policy makers of the Bell Telephone System (now in its third year) in which a group of middle-management executives spend a full academic year engaged in liberal studies.

3. The two-year liberal arts program for community business leaders of the Memphis, Tennessee, Adult Education Council and Southwestern University in which are combined residential weekends at the beginning and end of each academic year, a three-hour class session each Monday morning, and occasional full-day sessions during the year.

Implicit in this trend toward humanistic education for leaders in business and industry is the assumption that liberal education is a good thing for the adults of our society, and the further assumption that for many adults general or liberal education can most profitably come after specialized training and experience rather than before or during that specialized learning. This assumption has become the basis for considerable exploration by the Center for the Study of Liberal Education for Adults. In the course of these explorations the Center learned:

1. that there are a large number of organizations, professional societies, and voluntary associations organized primarily around the vocational or professional commitments of their members, most of whom have had about the same kind of previous education and training.

2. that while business and industry are beginning to move toward providing liberal education for its leadership, the possibilities of members of professional organizations doing the same in any organized way are relatively unexplored.

3. that there is a significant lack of recognition of the increasingly important role being played by women in our modern business society.

4. that this lack of recognition manifests itself in the relative dearth of programs for executive women in terms either of managerial training or liberal education (one notable exception is the vocationally oriented Management Training Program at Radcliffe, conducted cooperatively with the Harvard Graduate School of Business).

It was the Center's hope that ways could be found to help some of these organizations develop programs which might overlay or supplement specialization with new or improved experiences that were liberalizing for the organization's membership.

The general aims would be such things as:

A broadening of the individual's social and personal perspectives;

An increased knowledge in areas other than those directly related to their profession or already embraced by their specialized training;

The strengthening of the individual's insights so as to make him more capable of resisting the trends toward unreasoned conformity;

Awakened aesthetic interests and the development of an interest in further liberally educative experiences.

While the participants in this Institute may not be "executives" in a literal sense, they perform some executive functions. More important, they come from an organization that has created for itself a professional identity.

By generating a desire for liberal education among the members of such professional groups it was hoped that the organizations themselves would then become agents for the development of liberally educative programs on their own by initiating further cooperative activity on a national, regional, and local basis with existing educational institutions, namely the universities and colleges.

As a result of our explorations thus far, negotiations are under way for pilot programs with teachers, journalists, and labor leaders. Hence this project with the National Secretaries Association is one of several in which the Center is currently interested.

Why the Secretaries?

In the National Secretaries Association the Center discovered a combination of factors which make it desirable to cooperate with them in this pilot venture.

1. They are an organization of women, a factor which in itself is important considering that so few programs of this sort are available to women, who are playing an interesting and relatively unexplored role in the business society.

2. They are a large national organization with 16,000 members throughout the country.

3. They are extremely well organized, active, energetic, and committed to their profession.

4. They have developed their own special certificate and certifying board known as The Institute for Certifying Professional Secretaries, which prepares and administers highly technical examinations for the Certified Professional Secretary diploma.

5. They have been working in close cooperation with several adult college programs in the preparation of training courses for candidates for the CPS certificate.

6. They have an established committee on education which is constantly seeking improved ways of educating the membership.

7. The CPS holders from whom the student body will be recruited have all the professional training and recognition needed to carry on their work with a high degree of competence, and therefore their economic mobility is within current careers rather than in new careers.

8. They have officially indicated a strong desire to cooperate in a pioneer program of liberal education for women in business.

In short, the NSA appears to be a strong, well-organized, important group of women who are ready to cap their highly specialized skills with the broader humanistic and social study experiences that may be essential for full professional satisfaction.

Program and Curriculum

The program is to be devoted entirely to the liberal arts, and will not include any instruction in professional skills. Interviews and discussions with NSA members and CPS holders have indicated that since CPS holders already have attained the high level of vocational and technical competence the CPS stands for, what they really want in this program is an opportunity for educative experiences which would broaden their intellectual horizons and enrich their lives aesthetically. In this way, they believe, they will be "more valuable as citizens and as members of the business world."

The broad subject areas suggested by these interviews were:

1. Public Issues
2. Man and His Behavior
3. Creative Arts

In addition to regular teaching staff, it is agreed that several visiting "experts" and special guests will be invited to meet with the students on irregular occasions; there will be regular class sessions each morning and afternoon, Monday through Friday, with some "field" trips, and evening programs of music, dance, films, and discussion.

As soon as the curriculum is worked out, reading lists and syllabi will be made available to all selected participants.

Participants

Students[2]	15-25 CPS holders
"Core" Faculty	4
CSLEA Staff	1
College Staff	1
Visiting "Lecturers"[3]	(to be determined)
Participant Observers[4]	5 maximum

Costs

The Center for the Study of Liberal Education for Adults will underwrite the costs of programming, which include faculty and staff, visiting lecturers and special guests. In addition, the Center will underwrite some scholarships for CPS holders whose employers are not in any position to pay their way, such as government or civil service employees.

It is expected that the companies will pay the modest board and room costs for their participants, their salaries while at the Institute, and that the time spent there will not be charged as vacation.

Estimated cost for room and board for two weeks is $150.00.

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[2] The student body will be limited to holders of the CPS certificate. They will be selected from two sets of invitation lists. The first invitations will go out to the approximately 400 CPS holders who are also members of NSA. Selection of students will be made so as to insure representative geographical distribution, both married and unmarried students, and CPS holders from companies of varying sizes. Because this is a pilot project, the committee decided to try to obtain the most varied student body available. Screening will be done by a joint CSLEA-NSA committee, and those selected should be notified by June 1. (Observer's note: invitations were finally sent to 534 CPS holders. The final 28 participants were chosen from 87 applicants, 65 of whom were employee-sponsored, and 22 of whom made application for scholarships.)

[3] See above . . . "Program and Curriculum."

[4] Because this is a pilot project, invitations will be sent to key persons in other professional women's organizations to "observe" the project.

Schedule

The daily program for the two weeks followed this general time schedule:

8:45 A.M. - 10:45 A.M.	-	Man and His Behavior
10:45 A.M. - 12:15 P.M.	-	Public Issues
12:30 P.M.	-	Lunch
Afternoon	-	Free
4:00 P.M. - 5:30 P.M.	-	Creative Arts and Humanities
6:30 P.M. -	-	Dinner
8:00 P.M. -	-	Evening Program

Special guests and events were planned as follows:

Sunday, August 5	-	Orientation and "Something of Value" Session
Monday, August 6	-	5:30 P.M. Eleanor Roosevelt
Tuesday, August 7	-	Oppenheimer Film
Wednesday, August 8	-	4:00 P.M. Painting begun by Irving Kriesberg (completed by August 23) 8:00 P.M. Marilyn Wood, modern dancer
Thursday, August 9	-	Morning classes. Afternoon and evening at Berkshire Music Festival at Tanglewood; session with Aaron Copland, noted composer; Symphony concert
Friday, August 10	-	8:00 P.M. Ivan Nagy, former Hungarian diplomat, on leave from Department of Political Science, University of Oregon
Saturday, August 11	-	Humanities class in the morning, followed by holiday until 2:00 P.M. Sunday
Sunday, August 12	-	2:00 P.M. Midway Evaluation 7:30 P.M. Films: The City, The River
Monday, August 13	-	4:00 P.M. Lewis Mumford, social critic and city planner 8:00 P.M. Pastoral, experimental film by Irving Kriesberg
Tuesday, August 14	-	7:45 P.M. Pete Seeger, Folklorist
Wednesday, August 15	-	4:00 P.M. Stephen K. Bailey, Director, Graduate Program, Woodrow Wilson School of International Affairs, Princeton University
Thursday, August 16	-	8:00 P.M. George Balanchine, Choreographer, and his wife, Tanaquil LeClerq, classical ballerina
Friday, August 17	-	8:00 P.M. Play reading: James Barrie, The Twelve-Pound Note
Saturday, August 18	-	8:00 P.M. Commencement "Brawl"

INTRODUCTION

The Vassar Institute for Women in Business was held at Alumnae House, Vassar College, Poughkeepsie, New York, August 5-19, 1956. The 28 participants were holders of the Certified Professional Secretary certificate conferred by the Institute for Certifying Secretaries, a department of the National Secretaries Association (International), and they were the pilot group for this residential experiment in teaching liberal arts to highly trained and experienced specialists.

Sponsored by the National Secretaries Association (International), the Center for the Study of Liberal Education for Adults, and Vassar College, the Institute developed from several years' study by the Center staff concerning two aspects of liberal adult education: the first is the importance of residential programs for adults; and the second is the development of programs in liberal education for groups of specialists who have been out of school for some time and who have achieved some status in their occupations.

The Center has always been interested in the educational potential of residential settings for adult education, and has regarded the growing residential movement as a significant development. We note that now the concern is shifting from the "folk" significance of residentialism to beginnings of a critical inquiry into the usefulness of the format as a learning situation. Robert Schacht's recent doctoral dissertation[1] lists and discusses at some length the following values:

Detachment	Time
Environment break	Intimacy
Concentration	Community

Perhaps further experimental programs of the Vassar type may make available to us more, and more explicit, evidence of the relative advantages of such values in the educational experience.

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[1] Robert H. Schacht, Residential Adult Education, unpublished doctoral thesis, Madison, University of Wisconsin, 1957.

The Center has experimented with programs for specialist or professional groups for several reasons: first, it is easier and more natural to develop programs for people who have common occupational or professional bonds; communication within the group is facilitated so that it can utilize common experience in discussion and thinking; second, men and women long removed from classroom situations are more ready and willing than younger persons not yet secure in their professions to examine themselves, their behavior, their place in society, and similar questions. The Vassar Institute provided the Center with an opportunity to observe both of these aspects of liberal adult education.

The observer's report which follows is subjective and impressionistic; it attempts to describe the flavor of the Institute's activities and the impact of these activities upon the participants. This report does not attempt to provide an objective, quantitative analysis of results achieved, but we hope that it gives individuals who are interested in his kind of informal, liberal adult education some idea of the program's inside operations.

The Center wants to thank the National Secretaries Association (International) for participating in this pioneering and experimental venture, for it would not have been possible except for the N.S.A.(I)'s foresight and vitality. It should be emphasized, however, that this report represents primarily the observations and reactions of one person, a Center staff member assigned by the Center to observe and comment on the program.

A more comprehensive statement reflecting the comments and thinking of many persons may be prepared later. In the meantime, the Center believes that this report gives a living and vibrant picture of the Vassar Institute.

A. A. Liveright, Director
The Center for the Study of Liberal
Education for Adults

OBSERVER'S REPORT

There were at the Vassar Institute four extraordinarily able teachers: Morton Gordon, Research Associate, The Center for the Study of Liberal Education for Adults, and lecturer, University College, University of Chicago; Irving Kriesberg, artist and lecturer at Brooklyn College; Ruth Kriesberg, writer, and teacher, Brooklyn College; Daniel Malamud, psychologist, Kings County Hospital, and instructor, New York University.

Each was expert, in complete command of his subject, deeply concerned for student development, skillful with that teaching technique which best illustrated both his own field and his own peculiar talent. And each revealed himself as not only a superb instructor, but also as a humble—and humblingly—eager student, both of the participants themselves and of his colleagues on the staff. Each came to the unusual program at Vassar with no experience of a similar teaching situation: an intense residential experiment in liberal arts, for women only. Each was scared to death, and said so. Each, because of his apprehension, took time to reach his stride; none was 100% successful with every class. But each was always concernedly working and experimenting, and each was at one time or another strikingly impressive as a teacher.

The student body were as impressive as the faculty. They were excited by the opportunity which the Institute afforded them to explore new areas for their international organization; to prove that "secretaries are not a lost cause"; to show that businesswomen can enlarge their intellectual worlds to include fields outside business law and accounting; to justify their company's faith in them; to become more knowledgeable citizens—or simply to spend two weeks of mind-stretching exercises in fields they'd wistfully never had time for. Most came with exaggerated notions of their own inadequacies, tending to confuse ability with information; and for several days the "All of the rest of you are so bright and I'm so dumb" lament echoed everywhere. But as much through their own participation and effort as through the skill and encouragement of the faculty, most came to see that they brought more with them than they had thought of intelligence, sensitivity, and thoughtfulness. They were not altogether certain that they liked some of the aspects of being an experimental group; for all that it was flattering and stimulating, one said, meekly, "I'm not sure I like being a guinea pig." Another remarked out of a fresh look at The Love Song of J. Alfred Prufrock, suggested reading for Creative Arts, that she felt quite like "A patient etherized upon a table." But whatever they thought of themselves, they were an exceptional group as they jumped into class participation, into good natured wrangles, into hot-tempered disagreement, into steady development of an idea, into leaps of the mind to exactly the point of a discussions.

Complementing faculty and students were lovely physical surroundings, made serene and convenient by the considerate staff of Alumnae House and by Peter Siegle, the Institute's director. Siegle's position at Vassar was almost wholly behind the scenes, except insofar as he, like the rest of the staff, sat in on classes, gossiped at dinner, and interviewed around the pool. But his pre-Institute work and enthusiasm were responsible for much of the creative programming and deceptively smooth operation of the whole experience.

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The Institute opened officially with a three-part orientation session on Sunday evening: first, Peter Siegle sketched in details for the genesis of the Institute in Center staff thinking; and he went on to describe the negotiations with NSA(I), Vassar, and the Coordinating Committee for decisions about programming and selection of students; second, participants and staff were introduced to each other; third, Irving Kriesberg conducted still another kind of get-acquainted session.

Kriesberg had, during preliminary planning, a suggestion for starting an exchange of personal information among the students, and his plan worked to provide a warm introduction as well as an unplanned, impromptu art class—perhaps because Kriesberg is an artist. He had suggested that each participant bring with her "something of value," prized not for monetary worth or artistic merit but for personal meaning, and that each woman describe this meaning to the group.

As the women began to talk, the orientation session became, in small, much of what was to characterize the whole Institute.

A tone was set which was to prevail for two weeks: the women, although occasionally shy, were eager to learn and willing to share, as some remarks about their possessions will show: a diary of a trip to Europe, important to its owner because, "I am not creative, and people of my economic class do not go to Europe. But this is a diary from someone of the hinterland first exposed to Europe. It may be very naive, and I am sure it reflects all of my prejudices, racial and religious, but it is very dear to me. It may not be true, but it is honest." A birthday card made by an 8-year-old, brought by her mother because she so liked thinking of herself as the child had described her, "You're a real nice lady." Or a pair of operaglasses, a gift from a mother-in-law, lovely in themselves but more prized by their owner because they symbolized a warm and workable relationship created of one which is monotonously reputed to be cold and unworkable. Or a mother's wedding ring, worked into another ring of the daughter's design: for the woman who had designed it, a treasured combination of the sentimental and aesthetic.

As conversation buzzed around an object being discussed, Kriesberg questioned the response, beginning the prodding, asking, suggesting, not the telling, which was later observed to be one of the Institute's major strengths. Kriesberg is speaking: "What does our interest in this object mean?" "This is beautiful, but it is not prized for its beauty. What does that suggest? Or, this is utilitarian; that is sentimental; this is beautiful—these things are not thought of as works of art by the people who brought them. But many have artistic merit. What can these things tell us about art?"

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The first regularly scheduled class of the day was Dan Malamud's. His introductory remarks to the class indicated that he wanted, through the course of the program, to help the class better understand people—to discover what moves them, how they meet situations and needs, the influences which make them what they are. Or, as he observed after the Institute:

> ". . . I helped the group move step by step towards greater relaxation with each other and with me, toward increased questioning of what they had been taking for granted in the

behavior of human beings, and towards more sympathetic awareness of themselves and others as individuals striving to meet very human needs. . . .

"Though I had my moments of uncertainty, for the most part, I knew what I wanted to accomplish and how to go about it. My approach was based on the following assumptions:

1. Developing insight into human behavior is not simply a matter of transmitting facts.
2. Group discussions are especially effective when they grow out of commonly shared here-and-now experiences.
3. The ease with which a group learns is closely related to its consciously felt need for acquiring such learning. The need for learning, therefore, needs to be stimulated before learning can take place most efficaciously.
4. The likelihood of learning is lessened if the group feels itself under attack.
5. The likelihood of learning is heightened if the group feels free to express the very attitudes which block receptivity to new concepts.
6. When the group itself arrives at insightful attitudes, these attitudes are likely to be lasting and influential in affecting behavior."

To underscore his belief in point #1, above, Malamud observed the first day that he would not do very much question-answering; he might rather answer a question by asking one, to encourage a student to think out her own answer to her question, or to suggest that the class might find its own solution; and such, it developed, was exactly his method. To implement point #2 above, providing the group with "commonly shared here-and-now experiences," he provoked discussion through a fascinating variety of classroom material,[1] which encompassed most areas of the women's lives: films for the class to analyze, experiences from the women's pasts which were discovered to be of common concern, and situations at the Institute itself.

He began with films and with fairly straightforward questions about them. He might ask, stopping a reel, "What do you think is going to happen next?" Having canvassed the class, he'd begin again and when the anticipated sequence had been shown, would remark, "Did you guess right? Why not, do you suppose? Or, those of you who did, how were you able to?"

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[1] See Appendix for a list of these films and the Suggested Readings for all classes.

From these he began gradually to encourage the women not only to analyze the film but to explore personal reactions to them: "How did you feel about having guessed wrong?" "How do you feel about the people in the film?" "Whom do you prefer?" "Is there anything about these people which reminds you of your own life?"

Midway in the Institute, he suggested a deeper probing: "When you watch this film, don't look for a relationship between these characters and, say, your parents; look for a relationship between them and yourselves. If, for example, in this film about a child's relationships to its parents, you relate yourself to one or the other of the people, what does this indicate?" His final film portrayed a patient in psychotherapy; Malamud asked, "How do you react to these scenes?"

The class moved with amazing speed and probed with considerable depth, perhaps because of the strength of their emotional reactions to the films and to classroom discussion, and despite their unfamiliarity with the field (some had been unable to find the books Malamud had suggested they read before the Institute). Occasionally the class was reticent; but more often students eagerly accepted the challenge of a film's idea and what meaning it might have for their own lives. When, as often happened, there was too little class time to finish a discussion, or when someone was reluctant to bring up publicly a matter of some interest to her, Malamud made himself available—as did the rest of the staff—for appointments.

At first, most remarks were addressed to Malamud, but very soon the group began to interact, an interaction aided by the fifth class meeting. That day Malamud divided the class into four groups, in order of birth—oldest child, middle child, youngest child, only child—and asked them to discuss problems which they had found to be characteristic of their birth station. He suggested some questions they might think about: "What was the attitude of your parents toward you? of your brothers and sisters? How has this affected your attitude toward your peers, your teachers, your boss, your coworkers, your subordinates? How has it influenced friendships outside school and work?"

Results of the experiment were dramatic both in the class and out of it, for when the women reconvened to summarize their discoveries and to hear Malamud's summary of analysts' findings on the subject, it was clear that the women had by themselves in 20-minute conversations touched on almost all of the conclusions which analysts have made concerning personality traits characteristic of birth station. One group arranged to spend lunchtime further investigating their similarities; over and over for the rest of the Institute and in questionnaires after it one found the gratitude for this class: "It's so nice to find that other people had those troubles, too. We aren't so much alone after all."

Other experiments were similarly absorbing. Participants were asked to write down and bring to class their earliest childhood memories along with an analysis of what these memories might indicate. Malamud suggested, "Sometimes our first memories are signs of important attitudes toward ourselves and other people; notice who's in your memory—are people active or passive? On the basis of one single memory, all we can do, of course, is hypothesize, but this memory may indicate that you've had many such experiences."

Once the women were instructed to dream about the Institute, to write down the dream and analyze it. Malamud helped their analyses by commenting that dreaming is thinking which goes on without distraction, during sleep, and that a dream is struggling in some way with a crucial, on-going problem; "Everybody in your dream is you—how does this other person reflect a part of you?" So off they obediently went and dreamed, and had a class session devoted to dream interpretation. Or they considered which member of the Institute they'd most like to have for a mother or a daughter, if ages were to make it possible, and discussed their reasons. And they reflected upon how their initial impressions of each other had changed, and how the change made them feel.

At the end of each class period, each woman wrote Malamud a one-page letter of her reactions to that day's class. They are remarkable letters, remarkable for their frankness, self analysis, and growth. Some letters begin with questions—but later ones tell, instead of ask. Some begin by observing that Malamud's class will certainly help them to understand other people; but the last ones often say, gratefully, that it was an even greater help in handling personal problems.

Malamud consistently praised their analyses of the films, the group, and themselves, adding that never before had he had a class where session after session there was no relapse, no retrogression—only a consistent progress both in extent and depth. But much of the power and meaning of the class came of course from Malamud—from his supportive warmth, consideration, and understanding in receiving every comment and every suggestion, both during and outside the class, from the skill and restraint with which he helped the group to do its own analysis, and from his complete avoidance of jargon. He was able to effect his own point #5 above: "The likelihood of learning was heightened since the group felt free to express the very attitudes which block receptivity to new concepts."

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Morton Gordon's class, in Public Affairs, was as provocative and challenging as Malamud's, but in a totally different way—not altogether because classes in human relations and public affairs often have different subject matter, but because Gordon's most effective classroom manner is as distinct from Malamud's as it is possible to be. Gordon was experimenting, for a while, with "audio-visual aids"—he played records and had plans for swooping the class down to the Union Building to watch the Democratic National Convention. But it became evident early in the Institute that Gordon is another kind of teacher, and the women were quick to recognize that he was, in a sense, trying to be something he was not. So at their awareness of this fact and his own uneasiness, he stopped experimenting, reverted to his pre-Institute teaching style, and promptly found himself very often in the middle of a spirited, angry, or thoroughly aroused class.

His purpose he described as being to consider not the facts of public issues, for these facts change, but the theories which lie behind them; he insisted upon talking not about descriptions, but about principles, to help the students learn "the larger lesson." He warned them that he would do anything he could to open their ears—tell jokes, badger or insult them, flaunt their cherished ideals, make fun of them, fight with them—so long as he could make them re-evaluate and reconsider. So long as he could arouse suspicion or encourage a questioning attitude toward social and political phenomena. Anything—even to espousing a point of view to which he himself did not for an instant subscribe—to make them look behind a fact instead of at it, to make them define, and clarify; to make them realize that other arguments exist; to make them think of public issues in terms of issues, alternative policies, or actions that need not have been taken—"not in terms of sweet smiles, bombast and hot air: vote for Ike, vote for Adlai, fine—but know why."

Gordon made a number of remarks designed to implement his purpose. These are excerpts from a few of them (in response to a question about his opinion) about Richard Nixon made to the class, composed as it was of predominantly Republican women: Nixon is an appalling choice for Ike's running mate because he belongs heart and soul to the isolationist movement, now at a time when the United States is so involved in international complexity and intervention that we must have allies or give the Soviet Union an edge in international affairs. Too, Mr. Nixon doesn't think—he feels, as note his accusations against the Democrats as a party of treason, or his questioning the loyalty of Mr. Truman and General Marshall. He speaks in childlike terms about Red China's victory, when "there would have been a revolution in Asia even if Marx had been strangled in his cradle." It is difficult to believe that Mr. Nixon is uninformed; we must therefore conclude that he is deliberately using a terrible calamity to partisan advantage.

Student reaction was precisely what Gordon might have anticipated, and in which he clearly reveled:

A. "Can we avoid personalities, please?"
B. "Who knows, maybe I will change my mind!"
C. "Are you going to balance this converation by giving us the other side?"
D. "What does Ike have to say about all this?"
E. "Democrats say bad things, too!"

Gordon again: What is the purpose of a platform? To win friends and avoid enemies—to keep the party together, not to state principles. Do issues change in each election? Only slightly. What about newspapers?—They are generally guilty of distortion by omission or commission; news coverage isn't complete anywhere; perhaps the difficulty results because journalism is a profession which has no enforceable professional standards upon it and its outlets; newspapers must be read carefully, with suspicion and with questions.

Sometimes women were furious—one said she went to sleep in class so she wouldn't blow up. Another was overheard at dinner muttering, "He'll have to prove that to me," and another, who described herself as calm and even tempered, said angrily in the hall, "He had me almost ready to fight the War Between the States over again," and at the laughter which greeted this, she remarked, "He's making me think, though. I don't know what's got into me—I never get this mad!"

However, she didn't stay mad long, nor did many of the others. Because evident through the provocation, comedy, and baiting was a clear, considered, forceful, and fair presentation based on thoughtful study and analysis, from a man who had a way, after all, of making one think about something which was once diligently thought through and now comfortably put aside. Some were not, to be sure, convinced that they shouldn't have been lectured to instead of badgered; but of the nine women who thought they would be able to fit evening classes into their full schedules, seven said that they intended to take theirs in political science.

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The Kriesbergs' class in Creative Arts followed no fixed schedule—one day Kriesberg painted; the next Mrs. Kriesberg might be playing records; the next Mrs. Kriesberg might for the first hour ask the group to talk about a poem or story, while for the second Kriesberg showed slides or asked questions about a reproduction. This flexibility and sharing of presentation helped them to indicate that there is much greater similarity among the arts than there is disparity, and that, as Mrs. Kriesberg remarked at one point, "The goal of art is to increase the limits of experience, and if you fully experience one, you go on infinitely to appreciate all art." They might, to use only one example, show similarity by pointing out that the development of music from the simplicity of Gregorian chant to the elaborate harmonic of Beethoven is not unlike the development of art from crude primitives to the worldly and technically skillful embroidery of a Memling canvas. Or they tried to show by bouncing the student against a work of art and asking her to react to it—whether a painting, a poem, or a concerto—that the approaches to art are the same, no matter what the art; and they were aided in their attempts by the gratifying articulateness and agreement in principle of guests who had been asked to talk to the group about the creative process.

As Kriesberg painted, and as the women in a short writing assignment stumbled over the difficulties besetting a writer, the Kriesbergs were able to illustrate that an artist has a craft and technique of composition which he must command with skill and efficiency. But the theme which rang most consistently in discussions of the humanities was that although an art object is created by an artist who had some concept which directed its composition, our own appreciation of it is determined not only by understanding the tools and craft of the artist, and not only by comprehending his meaning (these of course are useful), but also by what of our own experience we bring to a work of art. Our perceptions, our experiences, our understandings, can make of each work of art a unique thing for us. Aaron Copland, speaking to the group at Tanglewood: "I have something in mind when I compose, of course; but it doesn't bother me if you hear something else." Marilyn Wood, a modern dancer: "Of course I want to make you see what I am thinking when I move my body in a certain way, but it's to be hoped that you will see something else, too." George Balanchine, classical choreographer: "I work out an intricate design for my dancers to perform on stage; it is a clear thing in my eye; but what you may see is another thing again. Or I have a gesture in mind for a dancer; but a dancer's individuality determines how that gesture will be interpreted."

The Kriesbergs also provided the students with a further glimpse into the variety of teaching techniques which demands of subject make: for art classes, Kriesberg showed slides and prints, and kept up a constantly changing gallery of reproductions from various museums. Mrs. Kriesberg read aloud, and played records of poets reading their own works, to underscore the necessary aid which sound and inflection are to meaning; she played musical compositions illustrative of single, emerging, and combined aspects of music; she was in the library of Alumnae House each afternoon playing records, or discussing music and poetry for women who dropped in; she helped a play reading experiment which several students gave for the group; she posted a list of proverbs and suggested that each woman try her hand at writing a story illustrative of, not naming, a proverb—to learn some of the steps in composition—a session which captured the group's interest as much as any of those devoted to literature.

Kriesberg's forte showed not when he talked about other artists and their work, but when he painted himself, and when he ran his own experimental film; as he tried to verbalize what he had had in his mind when he began to make it, and as he described with a kind of wonder how it became an entity in itself, becoming almost of its own volition something other than he had intended.

There were his canvas, his paints, his brushes; there were his models and there he was. He started painting. For a while his audience merely gasped at the fidelity of reproduction in a single brush stroke, watched fascinated as he blended daubs of paint, whispered silently; but then they got vocal, critical.

"Irving, can you see that leaf just outside the window and how the light shines on it? Can you put that in?"

Kriesberg: "I can't see it, but even so, such a tiny thing is not important."

"Oh look how the line of the model's hip is the same kind of line as the one on the vase."

"Why are you making the vase blue when really it's not that color?"

Kriesberg: "I need there a strong point of interest to balance the heaviness on the other side. Blue has that function . . . it's a strong color."

"Wouldn't it be prettier if that vase were smaller?"

Kriesberg: "No."

"Why don't you move it over farther into the picture? It's almost on the edge."

Kriesberg: Because the picture must go on growing, move outside the canvas."

"But it doesn't look like her. Why?"

Kriesberg: "An artist paints what he sees; to me she looks like that."

Kriesberg's ready explanation—which he may have made at considerable cost to self-control!—of every point helped the students to learn that it is not important that the woman in the picture be a photographic representation of the model, but that the canvas is a whole, a unity, a growing thing. The picture is not a photograph, or even a picture of the model—it is a picture.

The Kriesbergs may very well have had the most difficult task of all. Not because they were any the less competent or informed; they were dedicated, stimulating, and sometimes excitingly articulate. Part of their difficulty came because the students arrived convinced that since they lacked the facts and the vocabulary, they just didn't understand music, art, and poetry, and they felt real sorry for Mr. and Mrs. Kriesberg, but there it was; a constant corridor moan was, "Oh, they're trying so hard, and we're so dumb." It took a good deal of time for both the Kriesbergs and the students to realize that everyone was really on the right pedagogical tack and that the students were learning in spite of their convictions that they were hopeless. For at least a week the students—and the Kriesbergs—were depressed; the students felt that they had nothing to take hold of and were impatient of the time that understanding and appreciation of art may often take.

But more than a few came to the suspicion voiced by one: "I've got a feeling this is sinking in and I just don't know it yet." They seemed to come to such a suspicion when they were most intimately involved in the creative process—when they watched Marilyn Wood create a dance before their eyes; when they talked with Mrs. Kriesberg about the stories they had written and why they did or did not come off; when they questioned Kriesberg as he painted. And it may of course be that a brief two weeks could scarcely have taught all there is of appreciation for the arts.

The women wanted very badly in this class, more than in any other, to be told—so they wouldn't waste time. But the Kriesbergs were not going to tell them. Mrs. Kriesberg: "You didn't come here to learn my interpretation—you came to learn how to interpret for yourselves. I want you to fish around, and even waste time, doing it yourselves." And it is very likely that the group would not have accepted the very kind of direction they were asking for, because there was recognition, daily expressed, of the truth of Mrs. Kriesberg's credo: "My concern is not that you learn facts, but that you learn a method of approach. For the humanities the barrier we all face between ourselves and the subject is information —we don't know, so we think we can't appreciate. But I am dedicated to the proposition that the arts may be approached through the heart, not the mind—information enhances, to be sure; but naming and defining do not lead to understanding."

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On the final Saturday the teaching staff met as a panel with all of the participants to suggest ways the women might continue investigating avenues which classes had pointed out for them: not only by reading, classes, and solitary study, but by using the community and friends.

Malamud suggested some books which would help in the study of people—other people and themselves. But beyond these, "Get together with people interested in learning about themselves, in discussion groups, perhaps with a social worker or psychologist. Or, after you've met the instructor, take a class. But most of all, honesty and frankness are important; go on analyzing yourselves as we've done in class—look at your moods, dreams, and memories, and think about them. But take it easy—your attitudes have been and are important means of self preservation. Find somebody you can talk to; make use of your friends, your minister, your doctor, or write to me any time you'd like."

Gordon, after emphasizing again some significant books he'd referred to in class, suggested that students not overlook the increasing public relations consciousness of colleges and universities, which welcome demands made upon them for classes, discussion groups, and library facilities.

Mrs. Kriesberg, responding to a question about how to choose something to read, remarked that the most significant thing is to cultivate and trust your personal observations and reactions—the critics cannot always be trusted to be faithful reporters; digests are worthless. Read, read, read—choose, if you don't know where to begin, from selections on the Mentor book list; but read a complete work, think about it, make your own judgments of its worth—and don't read just to keep up with the Joneses.

Kriesberg summarized the topic sentence which he and his wife had been developing: don't be too concerned with the gathering of information, which, though important, is secondary; first must come an awakening of faculties for observations: look, listen, and read. Look at, listen to, and read things without regard for what they cost; concentrate on what they are. When you've done a lot of all three, then begin to collect information—from museums, galleries, concerts, libraries, universities. Try most of all to maintain contact with a source of materials: colleges and collections—almost every city has some—are eager to help you; and sometimes only two or three requests are enough for a gallery to organize an exhibit or for a library to buy some records. Such institutions are enthusiastic about programming for the public and about meeting the expressed needs of a community.

This session, by indicating that there were means for further growth, had been conceived to allay however much it could the depression which was felt at the approaching end of the Institute. It was an attentive session, and may have succeeded in its aim, if the one woman who was overheard to make this remark was in any way speaking for the group: "The end of this doesn't have the 'it's all over' graduation feeling that classes usually do—I really feel that this is a 'commencement.'"

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Both at the Institute and immediately following it the staff began the interpretative survey and evaluation which was to give us some notion of how well the experiment had achieved the outcomes originally hoped for:[2]

> In addition to the personal growth anticipated for the participants, it is hoped that there will be additional values derived from the experiment at Vassar. We would hope:
>
> 1. that this experience will generate in each participant a desire to continue liberal studies on her own.
> 2. that the Committee on Education of the National Secretaries Association will want to explore the possibilities of holding similar institutes in other colleges and at other times during the year.
> 3. that similar programs might be organized regionally or locally by chapters of the NSA in cooperation with local universities.
> 4. that other groups of professional women will develop an interest in the program and will want to explore possibilities of organizing similar institutes.

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[2] From the preliminary announcement.

This report can, with the information available to it, consider in detail only what the individuals themselves gained—what desire for future study may have been stimulated, and what personal growth may be attributable to the Institute. Until the results of the experiment are made available we will have no information on #4; but as for #3 it might be observed that NSA is planning a similar institute for 1957, under the direction of its educational consultant; and some participants who have talked to their local or regional chapters are enthusiastic about involving local universities, although we now have no information on possible plans.

With the data represented here, reflecting as they do the euphoria of the immediate experience, it is too soon to estimate the lasting value of the Institute in the lives of the participants; and plans for another report include contacting the women by questionnaire and interview after a period of time. But it is not too early to remark upon the aura of success which the staff felt there and had substantiated in student comment, the understanding and documentation of which we attempted to capture through all-Institute evaluations and questionnaires. The results enumerated below result from the following evaluation devices:

A midpoint evaluation first for the staff and second for all participants, to survey the first week's achievements and failures, and to make suggestions for the second week; questionnaires distributed at Alumnae House and one sent two weeks after the Institute; as well, reference is made to and excerpts are taken from personal letters, talks which were made to local NSA chapters, and reports which many participants made to their companies.

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The midpoint evaluation began with a staff meeting to hear reports from the observers.

As participant observer I lived in the same corridor with many of the students, which helped me in seeking them out and, inevitably, in overhearing some of their early conversations. I discovered a consistent excitement about this opportunity "to broaden myself," but much chagrin at lives previously so channeled. Many women had paid themselves for every bit of education, most of it strictly vocational in nature, and there had been little time for luxury courses outside vocational curricula. They were touchingly concerned because, since they were learning a great deal, they didn't want just to take—they wanted to give, and felt at first that they had nothing to contribute. Although they had anticipated the necessity for being interviewed, they were uneasy about it, as they were about our taking notes in class. They explained this discomfort by saying that they feared disapproval, feared giving something away, feared being in the limelight, feared being "the subject for somebody's doctoral dissertation." Added to this might well have been that since they were at the top of the heap professionally (there are only 534 CPS holders in the country) they had forgotten what it was like, in many cases, to begin, had forgotten that it is often slow, painstaking, and egoshattering. But as shamed as they were by their own imagined inadequacies, they were correspondingly and vociferously approving of the faculty's skill and "humanness."

They were of course far from unanimous in class preference. But Malamud's class seemed at this point to have the edge—they were amazed and thrilled by the immediate insight and applicability there, sometimes with amusingly defiant results: one efficient, managerial oldest child was on the terrace getting coffee for a table of women, when suddenly she put down the coffeepot, picked up her own cup, walked calmly over to a lounge chair and remarked, "I'm going to stop acting like the eldest child—you can get your own coffee." They, out of their own reactions to the birth order class, were charmed with her!

Not all of their comments were positive; they found themselves resisting such intense and sometimes admittedly painful, because introspective, involvement; they were occasionally annoyed with each other, irritated by an instructor, tense from lack of sleep; they didn't like being naive and learning: "Boy, if my boss ever finds out how dumb I am, he'll fire me sure!" But these appeared to be momentary dissatisfactions and normal annoyances born of strangeness, insecurity, and tension, not groundswells of antagonism.

Their concerns about themselves were in notable contrast to the opinions of the staff, as earlier remarks will have indicated, and in contrast to the remarks which Helen Lockwood, Vassar's observer and professor of English at Vassar, made to this staff meeting: "There is extraordinary richness in these women; they might easily tangle with much more complex relationships and be given some sense of how useful their own backgrounds are—they can well handle much more than just fragments of response in a group." The staff agreed with her "I am enthusiastic about the general principle—it's simply superb," and about the details she approved as well: the principle of organization of the courses was excellent; everyone was participating; the schedule seemed remarkably good; the residential setting was ideal, providing as it did for close relationships not only among the students (who could thereby educate each other), and not only among the staff, but with the constant, 16-hours-a-day interaction advertised by the preliminary statements of the Institute. This, indeed, was one of the greatest strengths of the residential situation: all of the problems didn't need to be solved in class, when students could so easily go on wrestling with them outside the class yet with the group and instructor still available.

From one standpoint the group evaluation was a failure, because the participants were either too polite or too grateful to mention other than tentatively or with a casual wave of the hand a disapproval or negative suggestion which later discussion and questionnaire result showed to have been of some significance to them and may be of importance to planners of similar programs. But we did learn where they thought the major virtues of the experiment lay:

Since many had experienced only that distance which is often maintained (in traditional education situations) between the student and faculty member, they were delighted with the instructors' informality both in and out of the classroom; they were pleased by the faculty's willingness to confront new ideas themselves; and they were astounded by faculty participation as students in other instructors' classes—although sometimes, when the staff forgot itself and talked while all students sat respectfully and listened, there was some resentment: "That discussion was like a three-way staff panel." Eighteen of them had had some classes in adult education divisions, and twelve found the teaching methods at Vassar not only stimulating (the other six agreed) but uncommon:

> I was surprised that the instructors did not introduce their areas by saying, effect, we shall begin at this point and proceed by these steps, and at the end of two weeks we will have arrived at that point.
>
> I have never been so aware of teachers exerting so much ef-

> fort to "get to" the class. Ordinarily, if you get the work, you get the work; if you pass the test at the end of the course, that's it; if not, it doesn't seem to particularly worry the teacher.
>
> I had expected that every time somebody mentioned a great book he'd relate it to proper filing procedures.
>
> I was surprised that we students were so seldom told and so often asked.
>
> With discussion, I had to think a lot harder—so I learned a lot more.

They commented approvingly on the questioning attitude of the group, on an awareness of dramatically widening perspectives, on reawakened interests. They remarked upon the increasing self trust they found in themselves, trust which came from recognizing that they were not as alone as they thought they were, that they knew more than they thought they did. They found two weeks a good length: they could not have been away from their jobs for a longer time, and could not have become so involved in a shorter period. All planned to continue the studies begun at the Institute when they could: eighteen were planning to begin reading, nine to register for classes, seven to find some discussion groups.[3]

It was with an air of surprise that they discovered the rare integration which the classes achieved; one girl later described it to her NSA chapter:

> From the inward, personal look of Dan's class, we went to the outward, presumably more impersonal look at Public Issues. But it was soon plain that the two were interrelated. Our world forms and shapes us to some extent, and we, to a greater or lesser extent, form and shape our world; the interaction between events and man and man and events is inescapable. . . And does the artist somehow possess the ability to relate the person we explored with Dan to the world we explored with Gordon, or the world to the person? Is he, too, transformed by the world, and at the same time transforming it?
>
> Should such an Institute continue? 28 yesses out of 28.

* * * * *

For the fullest negative reaction of participants and staff, one turns to a discussion which took place during the final Saturday meeting, and to questionnaire responses.

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[3] The Center plans a follow-up report to discover whether students actually were able to do what they had hoped in the way of continuing study.

Participants tended to feel that not only the classes in Creative Arts, but also those in Public Issues might have been improved by more direction from the instructor. We have seen how the Kriesbergs resisted their plea to "tell us"; and Gordon's comments in defense of this pedagogical position were to the same effect: "The faculty is very much impressed with the knowledge of this group; don't push too far in your thinking that you don't know enough to participate in the kind of learning we've insisted on here. You depreciate your own abilities too much. And even if you did not, teaching adults is very different from teaching children, who often may be just stuffed with information. One doesn't "instruct" adults, and especially not a group as intelligent as yourselves—a teacher pries loose what is already there: he 'educes' and therefore educates."

There was a very real difference of student opinion upon whether or not they were "ready" for this kind of learning. Few had any cavil with the excellence of the idea, but such instruction was, some felt, just for people who were very well informed. A representative of this insecure group remarked, "But I want to know how to question. I don't know what to ask. I don't have any point of departure. I can't get through all the layers to the bottom. I'd rather you took an issue, gave us several viewpoints, and let us talk about them." However, some fancies were caught with the technique used: "I had always felt that I had to go to class and give an answer—but probably you'd be happy if I just knew there was a question!" "It's just that this way of teaching is so new that we don't really always know what we're learning." "Maybe this is an occupational disease we've got—we're so accustomed to operating within a framework that we're frightened without one." And some agreed altogether: "I'm not here for content. Why should I hang on to somebody's every word? Structure, sure, but the importance of this experience to me is to be able to select, on my own, without direction. In the world we've no direction—the individual must pursue, define, select for himself. I can even do better, maybe, for myself, than somebody else can."

Another concern to some and interest for most was reading, before and during the Institute. Each instructor had, within three weeks before the women arrived, provided them with several books or with a list of several which he recommended be studied or read for background information before the Institute began. All had been able to do some of the reading; few had had time to study. From the sense of inadequate preparation expressed earlier they wondered how they might better have prepared themselves to be more secure and resourceful when they were "asked, not told." They explored in discussion and questionnaire the following questions: did we have too few books to read before we came? were they the right kinds? should the lists have come to us earlier so we'd have had time to reread, or should they have come later so the material would have been fresher in our minds? should we have had regulation-type assignments to prepare while at the Institute?

Despite some feeling that the fault was theirs, for inefficient use of time, generally they agreed that reading lists and books should have arrived sooner, and last minute job pressures would then not have prevented them from reading. Too, not all of the books recommended were easily accessible to those who lived in small towns, and the lists didn't arrive early enough for all bookstores to obtain copies in time for adequate study before the Institute. Historical background material should have been included, to give a perspective into which they could fit that single work of art or those few political issues which at Vassar they discussed as illustrative of principles and theories to apply to the whole field: they just weren't comfortable without such a background, no matter how often they were told that they were intelligent and perceptive.

Whatever the solution, students thought that incorporating traditional assignments into the Institute program wasn't it:

> We can read when we get home. Here we have an opportunity for direction and exploration. We're not children—we'll take it home and think about it. But while we're here, we want to get what benefit we can from the faculty, and if we spend more time reading, we'll have less time with them.
>
> What can you do in two weeks, after all. As the staff has been saying, they don't want to pour information into us; they want to help us to see how to approach things, and how to ask questions. We can stuff our heads later.

Another refrain went like this: this is a pretty concentrated experience as it is, and an insistent pressure for class assignments in addition might be too much for some of us. If some student is not under pressure, there's room in the schedule for her to catch up on reading if she feels the need, but we can all take the responsibility for ourselves.

This attitude clearly represented majority opinion, and the staff in general saw particularly that on-the-scene assignments could create pressures potentially destructive to the program. But the insecurity which participants expressed, both about their lack of information and about the need for faculty direction, indicate that the problem of reading is a serious one. The best solution would seem to be to provide books and lists far enough in advance so that no question of time for preparation could arise, and to provide considerably more time in the schedule for those who wish to study.

For whether there was "room in the schedule" was another matter open to public debate. It will be noticed that the schedule was a crowded one, with very little free time. All of the time was very deliberately planned for, and some students liked the tight framework—nine of them: "If we had a lot of free time, we'd lose momentum." "How often do we have an experience like this? We can sleep next week." But some—nine —sorely needed time to fall back and regroup, and although one sturdy soul said, impatiently, "You're not obligated to attend every class," the weary one replied, plaintively, "But I don't want to miss out on anything!" Some of the staff were exhausted—equally involved in classes, coffee breaks, meals, bull sessions, guest speakers, special events, they came to appreciate the difficulty of the latter nine. Malamud's dream was about "leaving the table before the meal was over," and he confessed to a real need to get away, to have some time for himself. Some of us shared that need.

How best to get this free time was somewhat of a problem, because nobody wanted classes shortened—they even suggested lengthening them; only four of the group thought we had too many extra events; one suggestion for a totally free weekend met with great disapproval. Still, an occasional free evening or afternoon could easily be arranged, and in this opinion should be, to permit study or reflection or relaxation or simply privacy.

Again on a point of scheduling, a difficulty arose which had not been foreseen but which could prove easy of remedy. There was some staff question about a possible carryover from Malamud's to Gordon's class of preoccupation with recently plumbed and absorbing emotions, preoccupation which could have distracted attention from Gordon's class. Malamud was concerned, himself, and sent around a questionnaire which asked, in part, "In what ways, if any, did this course hinder your learning in the other two?" It didn't—17; on the contrary, it enhanced—4; still thinking about it in Gordon's class—5. The percentage was significant enough to consider; future Institute planners might rather put such a class at the end of the morning or afternoon, not at the beginning.

Since, however, most participants felt that the schedule could scarcely be better if the suggested changes were made, working out another idea proved awkward, at least at the time. It has been remarked that the women seemed most absorbed in the Creative Arts class when they were most intimately involved in the creative process—writing illustrative sketches, watching Kriesberg paint, Marilyn Woods dance. Since this was so, Helen Lockwood wondered whether it might not be a good plan for them to do more "creating" themselves. There was an initial hesitance: "If we did that, we'd have to leave out something else, and what would it be?" Someone offered the notion that each woman might make or write something to bring with her, and go on working at it during the Institute; there was at least one vehement objection to this idea:

> The significant thing about the Institute is the sampling and the noticing of the interrelatedness of the world and people in it. The whole point of the Institute could easily be missed if people brought with them and became absorbed in something from their former life."

In general, they resisted the notion strongly (no—10; yes—2; maybe—2; no objection—1; no response—13). There was question, they insisted, whether they could produce anything, anyway—perhaps having visions of being asked to compose a symphony. Miss Lockwood, out of considerable experience with all kinds and ages of students, was quite convinced that they could—perhaps, as well as being more confident about their abilities than they were themselves, having in mind a fairly modest undertaking—say a poem or a brief story. The staff were of several minds; some of us were intrigued with the notion, for clearly the experience of making something would help a student more in comprehending an artist's difficulties in conceiving and executing an idea, and we hoped that this kind of involvement could be built into future programs.

The participants have had much to say about the overall experience, after the event:

It was a very significant step in the present trend toward the realization of woman's capacity for development and integration into the world scene and the business world.

To my own surprise, my interest in art was aroused enough that I spent three hours in the Museum of Modern Art in New York, and thoroughly enjoyed it!

Each gained an insight into her own emotions and feelings, resentments, hostilities, fears, feelings of guilt, etc. We learned that these are normal feelings in normal people. Some days the experience was painful. "We don't like what we're seeing in ourselves." But, to me, after the painful admission and after learning that there's a reason for the way I am . . . the pain was gone.

I was surprised at the depth of the experience . . . an amazingly responsive group.

It took us two or three days to fully realize that this was also an experiment for the faculty as well as for the students, and that they were as anxious as we were to make this experiment a success.

Ruth's poetry sessions were a revelation. Poems took on new life and color when she read and discussed them with us. Stories that seemed deep and dark were transformed into something we could understand and explain.

In the press and competition of women's business life today, many of the gentle, gracious arts are forgotten, or have never been encountered. (If only) the missing curve, so necessary to rounding out the education and character of most women in business could be made available to them, as it was to us at Vassar.

I do not recall that neuroses, psychoses, and complexes were ever mentioned as such!

Man, I was shook—I was clobbered!

I can tell you there will perhaps be a shifting of values for me. I hope it's made me a little less smug, and a little more questioning . . . I was impressed by being consulted as an individual, not as a secretary, or girl friend, or daughter, but simply as a person.

I already have gone through a couple of books recommended by Dan and Gordon, and one of the ones Dan suggested, I had the urge to burn at every chapter.

Each class was important in its own way . . . the more immediate benefits have come from the psychology class, the next most immediate benefits are coming from the public issues class, and the most long-range benefits are coming in the humanities course. Believe this to be good—the psychology will be very much a part of us and then we will have something else towards which to reach, followed by still another "wave" of benefit.

I particularly liked the informal attitude, because secretaries have a list of don't's a mile long, and it was so morale building to relax, be yourself and be comfortable. (Or, as another girl put it, "Ah, two weeks without a girdle!")

. . . helped me personally to realize how easily a person's thinking can become narrow, and, unless the individual helps himself to know more about himself and his relation to the things in the world, he cannot hope to fully enjoy life.

. . . proved my point that intelligent people are just more fun!

A revelation came to me from the moment Irving set up his canvas in class and began to paint. From that point forward for me his painting began to speak and to clarify all the things he talked about and endeavored to explain to us about his picture, about his movie, and about art.

I was greatly impressed by the discussion guide on International Political Behavior . . . here was, it seemed to me, the first sensible attempt to "bring the world together" in a book.

I feel "friendlier" toward myself, my associates, my friends, the world. I feel more "aware" and more "alive." Such feelings are the usual aftermath of any "vacation," but there is a difference now that I can't put into any word I know. I have settled back into a routine, a "rut" if you like, but both I and the rut are subtly altered. Who know how much of what happens to me personally or professionally in the future will be directly or indirectly attributable to the Institute? Who knows whether it will have been helpful. But helpful or hurtful, I wouldn't have missed the Institute for all the rice in China.

Through its influence, will my life be more worthwhile? I believe that it will.

There are of course many other areas implicit in the Vassar Institute idea which could usefully be explored, but which properly can only be suggested here. For example, the aforementioned possibilities which such programs might hold for the membership not only of NSA but for other professional organizations as well. Or the adaptability of the Institute to other institutions: the women were asked if they thought that Vassar's enormous prestige had influenced their enthusiasm and that of their bosses before the Institute; most recognized that Vassar's name had been important to them, but they remarked that "any good school" would have been influential to their thinking. Or worthy of consideration would be the advisory role which management might have in future planning: as nearly as we could discover, most companies sent their secretaries only incidentally for the company's benefit—if employees are well educated, the company of course benefits, and the Institute was seen as a rare opportunity for secretaries; and they were interested in company representation. And any consideration of this Institute as comment upon the value of residential adult education would be significant. A Director's Report is planned to consider many of these aspects.

* * * * *

The total impact of the Vassar Institute can most surely not be disassociated from those elements we have been enumerating and which it would be repetitious to summarize here in any detail: the calibre of staff, student body, physical surroundings, careful planning and organization. But here as often the sum of the parts is undefinably greater than that sum should be, and even when one has said much of the honesty and openness and malleability and enthusiasm and gratitude and determination of the participants and staff he discovers that he has not explained. Perhaps it is simply that the Vassar Institute succeeded in what seems so uncomplicated to hope for but is yet so complicated to achieve: it was a sharing and a shared by experience, among people who had much to give—and were able to give it.

COST ANALYSIS

Prefatory Note

The statements that follow were prepared from the books of the Center for the Study of Liberal Education for Adults. In my opinion, the statements have been prepared in accordance with accepted accounting procedures.

Although I have consulted with the Director of the Vassar Institute for Women in Business and with others concerning their interpretations of the costs aspects of the Institute, the responsibility for the observations and interpretations that occupy the latter pages of this report is my own.

Morton Gordon
Research Associate

* * * * *

Total Costs and Recovery

Total Costs	$9884.45
Recovered:	
from students (Room and board, 22 @ $150.00)	$3300.00
from students (For books and materials)	89.50
Funds provided by Center for the Study of Liberal Education for Adults	6494.95
	$9884.45

Analysis of CSLEA Costs

Pilot Costs		$1726.43
Operating Costs		4018.52
Scholarships (5 @ $150.00)		750.00
	Total	$6494.95

Pilot Costs

Planning Conferences (with NSA)		
February, 1956	$ 302.11	
May, 1956	235.49	
Total		$ 537.60
Coordinating Committee (NSA)		
Total Expenses	99.84	
Chargeable as Pilot Costs	(66-2/3%)	66.56
Observers' Expenses		
Vassar College	300.00	
NSA	162.49	
CSLEA	150.00	
Total		612.49
Printing Expenses		
Total	230.75	
Chargeable as Pilot Cost	(50%)	115.37
Public Relations		394.41
TOTAL PILOT COSTS		$1726.43

Operating Costs

Planning and Organization:			
Vassar Institute Faculty Planning Conference		$ 429.67	
Coordinating Committee (NSA)		33.28	
Printing Expenses		115.38	
Total Planning and Organization			$ 579.33
Program Costs:			
Faculty (4)			
Salary	$ 800.00		
Maintenance	600.00		
Travel and Other Expenses	346.32		
Total		1746.32	
Course Materials and Equipment			
Books	206.73		
Films	120.96		
Rental of Recording and Other Equipment	36.00		
	363.69		
Less:			
Recovered from Students	89.50		
Total		274.19	
Special Events			
Honoraria	375.00		
Maintenance	222.98		
Field Trip (Tanglewood)	151.00		
Total		748.98	
Total Program Costs			2769.49
Administrative Expenses:			
Director's Maintenance and Travel		432.70	
Clerical Expenses		150.00	
Miscellaneous Expenses		88.00	
Total Administrative Expenses			670.70
TOTAL OPERATING COSTS			$4018.52

Observations and Interpretations

Total Costs. These represent the total expenditures of the Institute. Of this amount, students expended $3300.00 for room and board at Vassar College and $89.50 for books and materials, and the Center expended the balance of $6494.95. There is no doubt, however, that the Center's actual expenditure was much greater than the financial statements reveal. The Institute was only charged for out-of-pocket expenses. No charge was made for the considerable amount of Center staff time that was devoted to the project, particularly during the planning phase: several staff conferences on the Institute were held; and the project was discussed with a number of educators with whom the Center was in contact. No charge was made to the Institute for the time of the Center clerical staff (and no charge, either, for the time spent by NSA personnel who assisted with clerical and other duties. This would properly be a charge to the Institute; perhaps not to the Center). The charges for faculty are also understated (see below under Program costs, Faculty). Except for these understatements and underallocation of charges, total costs do represent fairly the cost of the Institute.

Analysis of CSLEA Costs. These have been separated into three categories: Pilot Costs—those which are considered a necessary charge of any new undertaking and which probably would not recur in a second Institute; Operating Costs—those incurred during the course of the program (operating costs would recur if the Institute were to be repeated); and Scholarships—funds provided to pay the room and board of students whose employers could not, for one reason or another, pay these fees (Federal, State, and Municipal employees). The Center was anxious to have a representative student body; and because governmental bureaus do not ordinarily have funds available for educational purposes of this kind, and because it seemed desirable to have a few students from governmental offices, five scholarships were awarded. In my opinion, future Institutes will have to make some decision regarding students whose employers can not or will not pay students' fees.

Pilot Costs. The amount of pilot costs may be overstated. It is extremely difficult to determine the percentages of such items as planning conferences, the cost of the coordinating committee, and printing expenses that should be charged as pilot costs. I have not charged any items to operating costs unless I was reasonably certain that the cost would recur. However, I do admit the possibility that at least some of the charges listed here as pilot costs might recur. In part at least, the extent of the recurrence would depend upon the extent to which the second Institute differs from the first.

Planning Conferences. Initial discussions with the National Secretaries Association (I) took place in the Spring of 1956. The charges listed are mainly for the travel expenses of Center personnel. It is obviously impossible to foresee with any degree of accuracy what amounts would be required to hold planning conferences of this nature for a future institute.

Coordinating Committee (NSA). The National Secretaries Association (I) set up a committee located in Chicago to work with the Center on planning and organizing the administrative aspects of the Institute. The committee consisted of the President of the Chicago Chapter of NSA as chairman, a Vice President of NSA, two members of the Chicago Chapter of NSA and two representatives from the Center. The committee established procedures for notifying prospective students of the Institute, developed application forms and letters to employers, and processed these forms and made final selections. In my opinion, two-thirds of the costs incurred by the coordinating committee should properly be charged as a pilot cost because that much expenditure resulted from the fact that the project was new and the committee had no previous experience to build upon. The remaining one-third will recur and has been charged as an operating cost.

Observers' Expenses. Two of the observers (from Vassar College and from the Center) were present because the project was new. It is doubtful whether the sponsoring educational institution or the foundation or other organization that supplies the funds necessary to carry the expenses of the Institute will again require observers. It seems reasonable to assume, however, that NSA or any other organization undertaking an Institute would want an observer present. This determination can not be made at this time. For the purposes of the cost analysis of the Vassar Institute, the expenses of the NSA observer have been included in pilot costs along with the expenses of the other observers.

Printing Expenses. Because of the nature of the Center operation, it was necessary to incur considerably more printing expense than might be expected from other sponsoring organizations. Fifty per cent of the total amount of the printing expenditure therefore has been allocated to pilot costs, and the other 50% to operating costs.

Public Relations. Again, because of the nature of the Center, a rather large expenditure was necessary to inform the Center's large clientele of the Institute and of its purposes. There is no need to assume that any of these costs will recur in the future.

Operating Costs. In my opinion these costs probably would recur. Obviously, the amount of operating costs in a future Institute would depend upon the manner in which it was planned and organized; upon the cost of the faculty, upon the duration and intensity of the educational experience, upon the number of special events planned, and upon other considerations which cannot be determined at this time. In my opinion, however, the operating costs listed will recur, particularly if a future Institute were organized along the lines of the Vassar Institute.

Planning and Organization. These are the costs that were incurred prior to the opening of the Institute on August 5. The only item which appears unduly large is Vassar Institute Faculty Planning Conference. The amount is large because of the cost of travel of the Director and one of the faculty of the Institute from Chicago to New York. The Faculty Planning Conference was extremely fruitful in terms of organizing and planning the program. Presumably, if the faculty were to be recruited from one area or from one institution, the cost of the Planning Conference would be considerably smaller. The Center's view is that much of the success of the Institute can be traced to the residence of the faculty at the Institute. The faculty were able to interact with the students on a full-time day-long basis. Faculty recruitment from a single institution or from a small area nearby would reduce the costs because faculty would live at home, but it would also greatly dilute the value of the experience. The Center believes that contact with the faculty that results from faculty residence is one of the prime benefits to be derived from the residential situation, and that the greater costs that result from faculty residence is a necessary, and even an essential, expenditure.

The other expenses listed under Planning and Organization were incurred by the Coordinating Committee and for Printing Expenses. The former charges were, we believe, the irreducible minimum necessary to establish procedures for handling applications and selections. The latter expenditure was for announcements of the Institute and for printing of the application forms.

Program Costs. These were incurred during the Institute, that is, from August 5 through August 19. They have been separated into faculty costs, cost of materials and equipment, and administrative expenses.

Faculty. There were four members of the faculty. However, salary listed as an operating cost was for three of them only. One of the members of the faculty was a member of the staff of the Center and received his regular Center salary and no additional fee for teaching in the Institute. A future Institute would have to pay for the services of the entire faculty.

Maintenance for the four faculty members was calculated at the rate of $150 for room and board. Travel and other expenses would have been smaller if the faculty had been recruited either from a much smaller area or from a single institution. The Center's view on this question has been indicated above.

Cost of Materials and Equipment. During the course of the Institute, the students read certain books which were used as texts, saw some films, and utilized recording and other equipment. The small amount recovered from the students has been deducted from the total cost of materials and equipment. Perhaps the only item in this category requiring explanation is the expenditure for films. One of the faculty used a considerable number of films during his course. The films were his text.

Special Events. The expenditure for special events derived from the Center's belief that course instruction alone was insufficient to give the students the broadening of vision that was the goal of the Institute. A number of special guests were invited; honoraria and maintenance expenses were paid them. And one field trip was planned and paid for by the Institute. Again, the future expenditure for special events might be eliminated, reduced, or even increased. The amount of the cost would depend upon the organization of the next Institute.

Administrative Expenses. The only item in this category which perhaps needs clarification is the Director's Maintenance and Travel Expenses. Most of the expenditures were for travel and presumably could have been reduced by choosing a director from the participant institution. Choosing a director from the participant institution would, in my opinion, have endangered the Institute's independence and its control over the choice of faculty, special events, the choice of the texts, and the curriculum.

Conclusions

There were twenty-eight students at Vassar. The room and board charges for six of these were paid by the Center. Assuming that the remaining twenty-two students had been charged tuition fees in addition to room and board charges to cover the costs of the Institute,

An additional $300.00 per student would have covered all of the expenses of the Institute, including pilot and scholarship costs;

An additional $260.00 per student would have covered all expenses, including pilot costs but excluding the costs of the scholarships;

An additional $190.00 per student would have covered all of the operating costs.

APPENDIX

Suggested Readings

PUBLIC ISSUES

Gordon and Nagy, International Political Behavior

Koestler, Arthur, Darkness at Noon

Lippmann, Walter, The Public Philosophy

Lubell, Samuel, The Future of American Politics

Orwell, George, 1984

Schattschneider, Jones, Bailey, A Guide to the Study of Public Affairs

MAN AND HIS BEHAVIOR

Lindgren, Henry Clay, The Art of Human Relations

CREATIVE ARTS AND HUMANITIES

Cerf, Bennet A., ed., Great Modern Short Stories. Modern Library Paperback. New York: Random House, 1942.

Gwynn, Condee and Lewis, The Case for Poetry. New York: Prentice-Hall, Inc., 1954.

Stories

Conrad, Joseph, "Heart of Darkness"
Faulkner, William, "Turnabout"
Galsworthy, John, "The Apple-Tree"
Hemingway, Ernest, "The Snows of Kilimanjaro"
Lawrence, D. H., "The Prussian Officer"
Mansfield, Katherine, "Miss Brill".

Poems

Aiken, Conrad, "When Trout Swim Down Great Ormond Street"
Arnold, Matthew, "Shakespeare," "Dover Beach"
Auden, W. H., "Law Like Love"
Blake, William, "The Little Black Boy"
Browning, Robert, "The Bishop Orders His Tomb at St. Praxed's Church"
Coleridge, S. T., "Kubla Khan"
cummings, e. e., "anyone lived in a pretty how town"
Dickinson, Emily, "I Like to See It Lap Up the Miles," "Because I Could Not Stop for Death"
Donne, John, "Death Be Not Proud," "A Valediction Forbidding Mourning"
Eliot, T. S., "The Love Song of J. Alfred Prufrock"
Fearing, Kenneth, "Dirge"
Frost, Robert, "After Apple Picking," "Mending Wall"
Hopkins, Gerard Manley, "Spring and Fall," "The Windhover"
Jarrell, Randall, "The Death of the Ball Turret Gunner"
Keats, John, "Ode to a Nightingale"
Ransom, John Crowe, "Bells for John Whiteside's Daughter"
Shelley, Percy Bysse, "Ode to the West Wind"
Stephens, James, "In Waste Places"
Thomas, Dylan, "Poem in October"
Whitman, Walt, "Out of the Cradle Endlessly Rocking," "When I Heard the Learn'd Astronomer"
Wordsworth, William, "Composed Upon Westminster Bridge"
Yeats, William Butler, "The Scholars," "Sailing to Byzantium"

Art reproductions which were available to students at the Institute or which were used for class discussions

Postcard prints or slides:

Braque	Boats
Breughel	Village Wedding
Chagall	The Clock
Charpentier	Mlle. Charlotte du Val d'Ognes
DeChirico	Italian Plaza
Dufy	Paddock at Deauville
El Greco	Saint Martin and the Beggar
Fra Angelico	The Annunciation
Gauguin	Ta Matete
Goya	The Majas on the Balcony
Hobbema	The Watermill
Holbein	Madonna Caressing the Child
Kandinsky	The Black Spot
Lee	Thanksgiving
Memling	Madonna Enthroned
Michelangelo	The Temptation and Expulsion
Miro	Women and Bird in the Moonlight
Modigliani	Maternity
Mondrian	Composition 1913
Orozco	Zapatistas
Raphael	Sistine Madonna
Rembrandt	The Self-Portrait
Renoir	Seated Nude
Rouault	The Flight into Egypt
Rubens	Venus and Adonis
Titian	The Entombment
Van Gogh	Landscape with Cypress Trees
Medieval Spanish	Altarpiece, Nativity Scene

Prints:

Bonnard	Old Vase
Braque	Chrysanthemums
Cezanne	Card Players

Cezanne	Pines and Rocks
DeHooch	Dutch
Dufy	Regatta at Havre
Fra Angelico	Madonna della Stella
Gauguin	Ta Matete
Kriesberg	Birds (colored lithograph)
Matisse	Harmony in Blue
Matisse	Still Life with Blue Check Cloth
Mondrian	Trafalgar Square
Picasso	Still Life with Guitar
Picasso	Three Musicians
Raphael	Sistine Madonna
Rembrandt	Student
Renoir	Bal a Bougainville
Rouault	Pierrot
Utrillo	Rue a Moulin Rouge
Van Gogh	Cowfield with Moon
Wyeth	Christmas World

Music used for class discussion

Bartok, Piano and Percussion
Bartok, Rondo
Beethoven, Symphony #9, Fourth Movement
Beethoven, Waldstein
Debussy, La Mer
DeFalla, Ritual Fire Dance
Franck, Violin Sonata
Gregorian chant
Handel, Draw the Tear from Hopeless Love
Haydn, Symphony #1, First Movement
Haydn, Symphony #2
Madrigals
Monteverdi, Ariadne's Lament
Mozart, Rondo
Palestrina
Prokofiev, Alexander Nevsky
Ravel, Bolero

Rimsky-Korsakov, Scheherezade
Schubert, Trout Quintet
Stravinsky, Sacre de Printemps
Tchaikovsky, Symphony #2, Fourth Movement
Tchaikovsky, Violin Concerto #3

Films

MAN AND HIS BEHAVIOR

This Charming Couple
Unconscious Motivation
Learning to Understand Children
Feeling of Rejection
Overdependency
Feeling of Hostility
Fears of Children
Angry Boy
The Lonely Night

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The River
Pastoral (an experimental film by Irving Kriesberg)

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9. C. Wright Mills. "Mass Society and Liberal Education." June, 1954.
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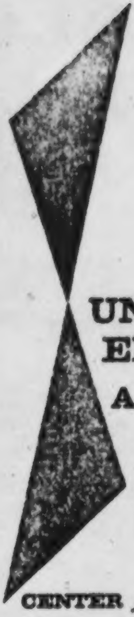

UNIVERSITY ADULT EDUCATION IN THE ARTS

A Descriptive View of Programs

FREDA H. GOLDMAN
Staff Assistant
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FOREWORD

Many persons have had a hand in the making of this document. The first mimeographed version, which contained primarily a description of university extension programs in the arts, served as a working paper for the 1958 Brighton Canyon Conference, jointly sponsored by the NUEA Committee on the Arts and the Center for the Study of Liberal Education for Adults. To the original work done by Bernard James were added the results of field investigations made by Maurice Needham. The final integration of the work of James and Needham, with additional insights gained from further explorations, was done by the author, Freda H. Goldman.

In its current form University Adult Education in the Arts provides a much needed perspective on the relationship between two important forces: the role of art in American life, and the unique educational role of the university. Mrs. Goldman's keen analysis provides a background of artistic life within which education in the arts functions. Building upon the research of James and Needham, she also gives us a categorically full, though by no means exhaustive, description of existing programs conducted by evening colleges and extension divisions.

The final portion of the report is extremely important to persons concerned with the status of art education for adults. It ends not with a glorious battle cry, but rather with a sober, penetrating series of questions directed at the university. It asks for a specific confrontation of the university's traditional function with the realities existent in the arts. It asks that the reader participate in answering the questions already posed and suggests a realistic intellectual context within which the inquiry can take place. Here is art; here is the university; here is the adult community; here is what some universities have done in the arts for adults. What does this bode for the future?

Peter E. Siegle, Staff Associate
Center for the Study of
Liberal Education for Adults

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Introduction

BACKGROUND FACTORS IN THE CULTURAL SETTING

This extended introductory section is included in order to sketch in some part of the the background picture against which to view the university-sponsored adult art programs which are the subject of this survey report. We shall consider two interrelated factors in the current social scene that exert an influence, directly or indirectly, on adult art education. First is the country's increased receptivity to the arts which has created an atmosphere and a set of conditions within which the university programs perforce operate. Second is the growth of activity, in response to the change in climate, of the non-university community organizations also engaged in adult art education, which is creating new resources or new competition, depending on how one looks at it.

The Changing Climate for the Arts

University adult art programs are today operating at a time when the country is said to be undergoing a major artistic awakening. In almost any Sunday supplement, from the New York Times to any small town daily, glowing testimonials appear on the growth of interest in the arts among great portions of the American population. Once rejected, or at best simply ignored, art is today said to have become a vogue in America. The situation seems full of promise, and the opportunity for the adult art educator, rich and challenging. The surge of interest, however, has created also some difficult and perplexing problems for all those concerned with the arts.

The situation is still far from clear. A sharp controversy goes on, not only among educators, but also among critics in the public at large, as to the meaning and significance of the changes that are taking place. Some "view with alarm" the very same developments that others see as ground for optimism about the future of art. It will be informative to take a look at some of the points of view that are expressed.[1]

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[1] In Mass Culture (ed. Bernard Rosenberg and David M. White,

The Basis for Optimism

In speaking of the place of art in American life, a few years ago, Henry R. Luce suggested that even though art is not now and never before has been a "central motivation and unifying force in America," it may become just that. This belief he based, among other things, on his observation that painting, sculpture, and even architecture have become "much more widely and highly valued." He found suggestions of this phenomenon in several areas:

> The market for works of art is very strong and very wide—and apparently growing stronger and wider every day. Museum attendances are breaking all records. In magazines, books and through reproductions more is being written and printed—and sold—than ever before. Installment buying and picture rental services have sprung up. . . . And then there is that new creature on our landscape, the Sunday painter.
>
> It will of course be noted that I say nothing about the question of artistic genius. That is quite another problem and I am not at all sure that much can be said about how or when it occurs. But there does appear to be some relation between interest in art and the production of great art. Francis Henry Taylor, the museum director, once contended there was a direct ratio between the numbers of people who painted and the quality of painting produced. Florence was a hive of painters when Botticelli's Venus rose from the sea. If Taylor is right, then the Sunday painter and all of us who merely stare and buy are a portent of great painters yet to come.[2]

There seems to be little difficulty in documenting the fact of increase in art activities. In an article written in 1956, Professor David Manning White[3] presents some particulars in support of this observation. Fifty years ago, he points out, there were only about a half-dozen major orchestras in existence; by 1955, the number was well over thirty. There were nearly ten times as many small town orchestras, a total of over 200 in all kinds of communities, including places like Phoenix, Arizona; San Jose, California; Great Falls, Montana; and Oak Ridge, Tennessee. Small community support for serious music is further demonstrated by the increase in the number of towns offering serious concert

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Glencoe, Illinois: The Free Press, 1957), the reader will find a penetrating and comprehensive examination of this controversy by outstanding figures in the fields of art, education, and social science.

[2] Henry R. Luce, "The Place of Art in American Life," an address reprinted as a brochure (Time, Inc., 1956), pp. 5-8.

[3] David Manning White, "Mass Culture in America: Another Point of View" in Mass Culture, Bernard Rosenberg and David Manning White, editors (Glencoe, Illinois: The Free Press, 1957), p. 20.

series—one thousand in 1940; 2500 by 1956. In the country as a whole, attendance at classical music events doubled between 1940 and 1955. The increase of interest in opera is measured by the huge listening audience —over fifteen million—for the Saturday afternoon broadcasts of the Metropolitan Opera Company. And ballet, once virtually ignored, is now presented to the public through three major American companies. The sale of serious music on records has reached a staggeringly high figure—recordings by Toscanini, to cite only one telling example, had (by 1956) sold more than two hundred million copies since 1920. In the area of literature, the statistics on the sale of quality titles in paperbound books run into the millions; in 1954, for example, *Augie March* by Saul Bellow sold more than a million copies.

Similar encouraging statistical evidence is available on the increase in attendance at museums, art galleries, community theaters, and so on.

In the opinion of some commentators, this growth of interest and participation has gone along with significant changes in the general attitudes toward art. "The most salient fact in the artistic culture of this country since 1930 is the rise of the amateur," says Jacques Barzun. The existence of so many amateur musicians and amateur painters, he argues, has had an effect in changing the total attitude toward art. When it is accepted, he notes facetiously, that the President of the country can also be an amateur painter (it was 1956 and Eisenhower was still President), as his predecessor was an amateur musician, and that this fact can be publicly announced, it would seem that art is at last viewed as "compatible with manliness on the one hand and with serious business —indeed with affairs of state—on the other. The fine arts are acquiring the respectability of fishing and golf."[4] Today Mr. Barzun might also point to still a third President—and the newest—who goes to plays and invited artists to his inauguration. Another commentator, a professor of sociology, argues this point further.[5] He maintains that the recent increase in amateur art has created a positive orientation toward the artist, and by providing many members of the public a common experience with the artist, has reduced the oft deplored alienation of the artist in our society. A trend, he says, may be said to exist that is re-incorporating the artist into society. "Among the people who paint, because it is fashionable, are some genuine connoisseurs; among the demonstrators at the growing number of community art fairs, there are many serious amateurs."[6]

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[4] Jacques Barzun, "The New Man in the Arts," *The American Scholar* (Autumn, 1956), pp. 437-44.

[5] Mason Griff, "Alienation and the Artist," *Arts In Society* (Fall, 1959), pp. 43-54.

Another sign of the growing impact of art, according to some commentators, is the fact that art is appearing more and more frequently in the popular publications, and even in advertising. Magazines like Look, Life, the Saturday Evening Post print excellent reproductions of fine art in their magazines, and even in their commercial art the trend is toward better illustration, including the use of fine art symbols. One sociologist[7] notes that the high level of art in the advertising of such companies as the Container Corporation of America, the West Virginia Pulp and Paper Company, the John Hancock Life Insurance Company indicates a trend toward the introduction of fine art into the every day life of the society.

Some find reasons for their sanguine expectations for the arts in the belief that the expanding interest has occurred, not by accident, but as a result of supportive social conditions. They point to the growing "new leisure" and the increased freedom from economic worry—factors that have before gone hand in hand with the cultivation of the arts. The new free time and security that so many now enjoy leads to a search for less harsh, more graceful styles of life; new goals and values arise that place less emphasis on education for productive work and more on personal cultivation for its own sake. Accordingly, people tend to turn to art. In addition, according to an article by Kaplan and Pierson, "there is a growing recognition that the arts and creative activity somehow contain the possibility of becoming instrumental in counteracting social and personal disorganization, often traced to cultural dislocation, social change, and weakening of social controls."[8] And the feeling is strong in some quarters that art can counterpoise the narrowing effects of the technological specialization that characterizes our society. One commentator, a director of a museum, speaking informally at a conference, makes such conjectures fairly specific. In a technological urban civilization like ours, he reasons there is a great need for the humanizing benefits of art. Primitive needs—emotional, psychological, spiritual—are not met in our complex society. Arts and aesthetic experience can help. Art shows what the common lot of man is, and, in so doing, it provides a sense of fellowship with others, promotes identity and unity, and gives a sense of the nobility of man.

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[6] Ibid., pp. 53-54.

[7] Ibid., p. 54.

[8] Max Kaplan and Carol L. Pierson, "Creative Arts in Adult Education," Handbook of Adult Education in the United States (Chicago, Illinois: Adult Education Association of the U. S. A., 1960), p. 428.

Much of this kind of reasoning about the propitious social forces is still mostly in the realm of conjecture, and much that needs to be known is still greatly obscured. The talk in itself, however, contributes to creating a climate in which art is acquiring status as an important part of American life. And it is on arguments and developments such as this one and the others we've mentioned that optimists base their contentions that there is for art in this country a "renaissance" in the making.

The Seeds of Doubt

Many other critics, however, are not so simply sanguine. They disagree fundamentally about what the new developments mean, and they deny the validity of the optimistic predictions for the future. In general, the denigration of the current signs of progress seems to take two directions: On the one hand, it is contended that while the number of art activities is increasing, the quality is poor and their impact on attitudes and practices shallow and insignificant; and on the other hand, it is argued that growth of participation will lead not to an improvement in the state of the arts, but to a deterioration.

An article in Time,[9] which appeared a few years ago, reflects a typical position of those who claim that the increases in art activities are of a purely surface character. Referring particularly to music, the unsigned article described the current situation as being "less a cultural awakening than a mammoth assault of indiscriminate sounds on a public that no longer has anywhere to hide." Music, it said, in "wild profusion volleys forth from phonograph, radio, television sets, jukeboxes," but—"Is anyone really listening? Or are they turned into passive human receiving sets that vibrate with the sound, but do not themselves hear it?" If there is an increase of cultural activities, another commentator says, "it does not add up to a wide-spread deeply felt commitment."[10] Such critics point also, as evidence of the shallowness of the impact of art on the American scene, to the fact that we put up, in our surroundings, with the ugly, the vulgar, and the tasteless on a massive scale. And, a publisher points out, if it can be shown that the paper-backed books disseminate the best from the past, they distribute also the most mediocre from the present. If it can be shown that a union supports a symphony orchestra, a museum director adds, it must also be noted that no paintings appear on the walls of its union hall.

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[9] Anonymous, "Singing Land," Time, 23 December 1957, p. 56.

Further, these critics contend, the old prejudices against art are still widely evident. Perhaps we no longer accuse art of being morally suspect as we once did, but we do still view it as somehow frivolous, as hedonistic, as an anodyne, a frill—not in the order of first things. Painting, music and literature are not felt to be entirely normal interests for men. The United States Air Force Academy, for instance, uses in its tests to spot boys "who are psychologically unlikely to make good pilots" such questions as: "What is a tutu?" If an applicant can answer this, and too many other such questions correctly, the Air Force is said to figure "he spends too much time on culture and not enough on doing. He is, according to the Academy registrar, flunked."[11] Culture, it seems, is still viewed as more the business of women than men, unless maybe they be old men who have no "serious" business left to do. In addition, notions persist that drive people away from art. Many people still feel that art is for an elite—it has been so presented to them in school, and it is still so identified in some people's minds. Modern art has the additional onus of still being considered esoteric and private, far removed not only from the ordinary man but from the educated man as well.

In short, these critics are saying that the large crowds at concerts and the hugely successful book clubs are superficial phenomena which are deceiving us. Genuine art is not much better off today than it ever was. As a matter of fact, the contrary is more likely to be true. High art, because of the very growth of mass interest, may be even worse off than when it was neglected by the public at large. In art, a little commitment is a dangerous thing. A superficial interest on the part of the pub-

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10. Howard Taubman, "Who Should Pay the Bill for the Arts?" New York Times Magazine, 7 December 1958, p. 61.

11. Anonymous, "New Air Aerie," Newsweek, 18 August 1958, p. 84.

lic may encourage the cultivation not of genuine art but of "kitsch" (a concept that has come into use to describe meretricious, popularized, standardized versions of art turned out for mass consumption).

Some critics go so far as to say that popularization of the arts, under any conditions, inevitably exerts a detrimental influence on the practice of art. For example, the expanded market that mass interest creates means that the products of art will be more numerous. Since any increase of production means an increase in bad art as well as good, the bad will eventually overwhelm the good, for according to Dwight Macdonald's adaptation of Gresham's Law to culture: "bad stuff drives out good, since it is more easily understood and enjoyed,"[12]—and perhaps also because it is more easily produced and sold. Or to take another argument often made. When art is offered so that it can appeal to a mass audience, according to Clement Greenberg, "the temptation is to pre-digest art and spare the spectator effort—a short cut to the pleasures of art that detours what is necessarily difficult in genuine art."[13] What will emerge, we are warned, is a "flaccid Middlebrow Culture that threatens to engulf everything in its spreading ooze. . . . Not a raising of mass culture but a corruption of High Culture."[14]

So the arguments go on. The situation, it is obvious, it not yet perfectly understood. It is difficult to say what lies ahead—whether the optimists will prove to be correct in thinking that a new birth of artistic production is at hand, or whether it will all turn into "kitsch" as some seem to fear.

In the meantime, the adult educator who wants to take advantage of the opportunity in the situation must also solve some fairly difficult problems. Here is one, for instance, that poses a near dilemma: It cannot be denied that there is today much art and much ado about it. Great audiences seem ready to welcome an opportunity to participate in art activitites. No one ever expected before that art might become a universal concern. For the first time in history it seems possible that most people can have a role in it. It is an exciting thought to educators in an educational system proud of its democratic philosophy. There is, therefore, very strong attachment to the idea that the opportunity to study the arts should be offered to anyone whose interest can be aroused.

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[12] Dwight Macdonald, "A Theory of Mass Culture." Mass Culture, ed. Rosenberg and White (Glencoe, Illinois: The Free Press, 1957), p. 61.

[13] Quote from Greenberg, Ibid.

[14] Ibid., p. 64.

Nonetheless, there is much uneasiness about the way the idea tends to work out in practice. Many who enrol, in programs open to "everyone," for instance, are interested merely in pursuing a pleasant hobby. They monopolize facilities, and to meet their simple requirements, standards—consciously or unconsciously—are lowered. The emphasis in the classroom tends to shift from the production of works of art to something different—"self-expression," for example. Standards of excellence for work produced, and the requirement of hard work to achieve them, are replaced by an aspiration to give everyone a chance to produce whatever he can. To make the subject understandable to the "average" man, simplification is undertaken which contains the possibility, as Dr. Greenberg warns, of preventing genuine aesthetic experience.

But the alternative to making art education available to everyone is seen as undemocratically limiting the benefits of art to an "elite." Even if the intention is not deliberately to exclude anyone, or to include only an especially privileged few, the consequences of insisting on rigid standards is quickly to eliminate all but a select few. While for some the dilemma is easily resolved in one extreme view or the other—some frankly advocating that any kind of art education is better than none, and others holding to high, almost professional, standards regardless of how many are eliminated therefore—most educators anxiously seek a safer ground. Much searching remains to be done, however, before such a resolution will be found.

In the meantime, there is this interesting and disturbing cultural situation.

The Active Response of Community Agencies

The second background factor that seems important to consider as setting for the university programs is the vigorous expansion of adult art education activities offered through community institutions, working for the most part independently of the universities.

A notable proliferation of activities has taken place. The art institutions have expanded their traditional services, and taken on new ones; other social organizations, selfom before so-oriented, have assumed a role in art activities; and in a few instances, new agencies have sprung into being in response to particular needs and interests. All of these organizations are engaged in encouraging and stabilizing the public's growing awareness of art. In this brief account, we shall be able to give only a very few examples of the many agencies and institutions involved, (different ones in different places) and of the many new things that they are doing. These will be adequate, however, to demonstrate the kinds of things that can be found on the scene in many communities throughout the country.

The Art Institutions

Going beyond their basic concern with protecting and exhibiting art objects, the art institutions are today offering courses and instructional programs to the adult public. Libraries, for example, in addition to circulating books, records, films, slides, and pictures, also conduct lectures, film study programs, poetry, and play reading groups. Museums and art institutes not only provide art instruction to meet different kinds and levels of need and interest—from the hobbyist to the aspiring professional—but also conduct music classes along with free concerts and the maintenance of a circulating library of fine records. In some museums a new office of education supervisor has been established whose job it is to develop and promote educational activities in the community. In a few places exciting new programs have been created.

One excellent example of a new kind of art education program conducted through a museum is the program offered nationally by the Metropolitan Museum of Art in New York in cooperation with the Book-of-the-Month Club: "Art Seminars in the Home." The seminars combine pictures and lectures in portfolios, in two series of twelve "lessons." Series one concentrates on developing appreciation of art through clarifying basic principles; series two is on art history. Subscribers receive the portfolios one at a time at thirty-day intervals. Families are encouraged to take the "course" together. Launched about two years ago, this program has won much popularity; it is advertised as—and it is—"a sensible idea; assisted self-education."

Another example of initiative and imagination in bringing art to the public is the "Artmobile" of the Richmond Museum of Virginia. The "Artmobile" travels throughout the state offering fine collections of paintings for public viewing, collections that include a wide range of schools—from the moderns to the "Little Masters" of Holland and Flanders. The "Artmobile" was established in 1953 at a cost of about ten thousand dollars, money raised by a state-wide community organization drive. It is about 60 by 35 feet in size, has 220 volt power facilities for connection with nearby electrical outlets, and is equipped with a loud speaker that plays appropriate music (e.g., seventeenth century compositions during the "Little Masters" show), air-conditioning, and a burglar alarm system.

Considerable planning goes into the use of this mobile gallery. Over three hundred and sixty clubs cooperate with the single driver-curator who accompanies the show. They help to set it up, and they provide the hostesses who distribute related reading material from the canopied information desk that folds out of the trailer. About fifteen persons at a time can be accommodated in the trailer, or about sixty people an hour. A visit to the "Artmobile" is frequently used by painting groups in the state, as part of their planned group activity. Schools, too, of course, avail themselves of this compact and impressive field art exhibit from the Richmond Museum.

The Richmond Museum offers support to still another art form—the dance. Inspired by the enthusiastic reception given dance companies in Virginia several years earlier, the Museum in 1955 helped to form the Richmond Dance Society. Since that time the Society has brought a rich repertoire of dance to the communities it reaches. Dance is, moreover, built organically into the Museum's year-round programming in painting, sculpture, symphony concerts, and cinema study.

The Non-Art Organizations

Businesses, industries, labor unions, provide a range of supervised art activities for employees and their families. One major program, for instance, includes the organization and support of a symphony orchestra and a chorus; another, on the modest side, simply supplies booklets on art. It has been estimated that nearly twenty million dollars a year is spent on this kind of art education. The support of federal, state, and municipal agencies—although still far from what it should be—has also increased over the years since the war. Summer park concerts, choral groups, and art centers sponsored by these agencies are familiar features in many communities.

The Mass Media

Carefully considered and dynamic programs in the visual arts are carried on through magazines. Life and Fortune, for example, for a number of years have provided discussion, excellent reproductions of art works, a general raising of the level of their own advertising art to communicate meaning and value to the visual arts. The growth of educational television is also impressive. The Citizens Committee for Educational Television pointed out that during one year (1956) the number of educational TV stations rose from eighteen to twenty-six, fifty-seven per cent of which were live and locally produced. The arts have their share in this medium, especially music appreciation, which is high on the list of programs. They might have an even larger share of TV attention, the Committee feels, if educators were to take full advantage of the medium's possibilities.

The Arts Councils

Of growing importance among the associations working to promote the arts are the many new arts councils that have sprung up in this country. There are now about thirty-five such municipal arts councils in the United States and Canada, in addition to a national council in Canada (along the lines of the Arts Council of Great Britain which was started in 1940 and functioned through the war until the present time), and a state council now in Wisconsin (the Wisconsin Arts Foundation and Council). The first arts council established in this country was in Winston Salem.

Operating on a broad front, these councils act as an integrating agency and fund-raising organization. They are highly regarded in their communities, and draw to their boards of directors and special committees outstanding members of the community. Their services to arts enterprises are varied and effective. The St. Paul Council of Arts and Sciences, for instance, has committees working on finance, public relations, and educational development. It publishes a "Cultural Events Calendar" announcing significant art exhibits, dramatic offerings, special shows, etc. The object of these councils is to help already established arts organizations, to enlarge participation and membership in existing art groups, rather than to establish any organic connection with these groups of their own. They often provide the only reliable source of information concerning the amount and level of art activity in a municipal area. Their administrative skill is high, and other agencies, including university extension, can tap this kind of skill in organizing arts programs. Through the arts councils, properly used, duplication of programs can be avoided. Thus, while the contribution of such councils to university adult art education is indirect, in several ways, it can be very significant.

On the national scene, the American Federation of Arts, now fifty years old, has also recently enlarged its services to meet the growing need. This organization has a membership which includes persons from all elements of the art world—museums, associations, college and university art departments, schools, corporations, artists, teachers, dealers, collectors, and just plain individuals interested in art. Its purpose is, according to its constitution, "to foster the production and cultivate the appreciation of art in America." It works through a program of traveling exhibitions both at home and abroad, and makes a consulting service available to its members on problems from "planning to packing." The AFA Newsletter, started in 1951, is a clearing house of information giving news of cross-country events, available personalities, exhibitions, lectures, books, and art films. It is a far-reaching program and it seeks to find new ways to expand art awareness through continual experimentation.

The Writers' Groups

Another development in organization for art are the informal writers' groups which have sprung into being in several parts of the country. They are formed for various purposes, but mainly to help writers find markets, get criticism of their work, meet together for mutual support, and secure general technical assistance. Among these are some which have originated in universities.

In Wisconsin, the Regional Writers' Association, with a membership of several thousand persons, was organized in 1948 as the Wisconsin Rural Writers' Association, through the efforts of the Wisconsin Idea Theatre of the University of Wisconsin. It was formed for the purpose of encouraging rural people to develop creative writing talent by using regional inspiration, themes, and people in their writing. In a matter of months, the organization membership grew from a few original members to over four hundred. As the Regional Writers' Association, it now operates on its own with the Wisconsin Idea Theatre acting as consultant. Projects conducted by the Regional Writers' Association help to keep a keen interest alive. The Association, for instance, sponsors an annual writing competition, and publishes a quarterly magazine called Creative Wisconsin, the current form of a whole series of earlier publications. The magazine has its own editorial staff with non-professional volunteer workers doing all of the work involved. Many specialized aids to writers are regularly noted in the magazine, and the journal serves also as an outlet for news of the Association program. Through subscription income, advertising, and generous contributions from many members, the publication is now sustained without financial aid from the Wisconsin Idea Theatre.

The Community Theater

The growth of community theater is one of the most telling of community developments in the arts. There are an estimated three thousand community theaters in the United States, and they thrive in communities that run the full gamut of communal personality. Some are in little towns of a few hundred residents; others are in cities, such as Cleveland, Pittsburgh, and Chicago.

The children's theater movement—representing adult produced drama for children—comprises a large and popular section of the current community theater. The Children's Theater Conference, a division of the American Educational Theater Association, has a membership of over one thousand organizations, including community theater groups, junior leagues, public and private schools, parent-teacher associations, and university and college theaters. The children's theaters have many educational effects in addition to bringing drama to children. They give adults an excellent opportunity to learn theater from the inside by organizing, directing, acting, and producing plays. They are a natural ally of art education in the schools and in the community generally.

These are only a few of the agencies in the community working alongside the universities to bring art education to adults. Each community, of course, has its own complement of such institutions and activities, in addition to having available the products of nationally supported ventures.

Knowledge about the community's cultural resources can be of great value to a university art department planning a program of education for adults, and some extension divisions and evening colleges show a keen awareness of the other agencies in their areas and work actively in cooperation with them. In many cases, however, existing community programs are still an unexplored resource.

Chapter I

THE FIELD IN GENERAL

This report is the result of a survey of university adult art programs conducted in connection with a conference on the arts held at Brighton Canyon, Utah, in 1958. The survey was not intended to be exhaustive, and the investigation was concentrated on those institutions that could be reached without an undue expenditure of time and money. The purpose of the report is to describe some typical programs offered by these universities so that programmers may know what is being done by colleagues in the field. The paucity of such information now available forms a vacuum that this report, it is hoped, will in part help to fill.

The report attempts only to sketch in a part of the factual information needed by adult art programmers, scanning the general range of programs, and then probing a bit more deeply when a series of prototype models in each of the arts media is presented. Thus this report is essentially a kind of selective catalogue: the programs outlined are not the only programs of their kind, and not all existing types are represented. The information included, however, reflects what is going on, and it will provide, it is hoped, a point of departure for further study and discussion.

Our concern is basically with programs that are designed by universities and colleges for adults, those that are outside the regular day school offerings. The primary focus, therefore, is on the work of the member institutions of the NUEA and the AUEC. At times, however, we have felt it proper to include programs not strictly adult department offerings, courses offered by universities that seem designed for adults even if they are not strictly limited to them. On the whole, however, we have concentrated on those activities which are closely identified with adult education departments.

We are limiting this report to consideration for the most part of work in the major arts—drama, music, painting, sculpture, writing, dance. We did not include literature because it is such a huge area, and information about it is fairly readily accessible. Some brief mention will be made of activities related to TV and radio, and to some forms of film study.

The prototypes of activities that are presented, it should be emphasized, are not offered as models to be emulated (indeed, some are so oriented to particular circumstances, that they couldn't be), but as suggestive possibilities, the kinds of things that may be feasible after analysis of the local situation shows them relevant. In each case, the institution is identified so that further details may be secured by those who are interested.

General Characteristics

At least forty universities of the National University Extension Association, and an even higher proportion of the members of the Association of University Evening Colleges, offer extensive programs in the arts. Much diversity and heterogeneity mark these programs. Consequently, it is difficult to identify any really consistent patterns. Thus, although in this section we describe some features of adult art education that may be said to characterize the field, it is important to keep in mind that these are of a very general kind, and that, on the whole, variety and difference is more characteristic of the existing programs than similarity. The particulars in our discussion of general characteristics and the prototypes that follow will, we believe, make this fact obvious.

Reaching out widely. Much energy and thought has gone into university efforts to reach into as many parts of an area as possible. In addition to offering programs on "satellite" campuses as well as on the home base, universities circulate art collections, send live theater on the road, present choral groups, orchestra recitals, practicing artists in distant parts of their communities. They use TV and radio more rarely, but some fine programs in art, music, and theater are offered through these media. Correspondence courses in a wide variety of forms (in art, music, appreciation of films, novel writing, etc.), and publications (newsletters, magazines, special articles, etc.) are introduced to bring the impact of the university to places and people where personal contact is not possible. Local, regional, and state-wide art exhibits are held both to give recognition to amateur artists, and to display masterworks to as large a public as possible. Workshops, festivals, week-end seminars are held during summers and vacations to make art education available to people who cannot get to regular courses.

In this effort to reach out widely, the lecture-concert bureaus of the universities play a large part. Several universities—especially in the metropolitan areas—conduct large programs, but the lecture-concert office is also operated effectively in smaller communities. An annual report of the Committee on Drama, Lectures, and Music at Berkeley, California (composed of residence and extension staff) notes that in 1956-57, some 55,000 persons paid to attend university sponsored events. An additional 34,000 persons attended one-hundred and eighty-six free lectures sponsored by the committee. Among the programs presented were performances of chamber music, the dance, and drama, in addition to lectures on architecture, painting, opera, and the like. Lectures and concerts are also used as a means of introducing art at residentials and workshops that bring adults together for other purposes. Through the lecture-concert form of adult art education, brief but intense experiences in the arts are brought to large numbers of people at one time.

Experimenting with new forms. As a result of the desire to broaden the appeal and the range of art activities, and also to find new means of art education, universities experiment and innovate wherever possible. One extension department, for example, offers a special course for travelers going aboard that includes studying the arts of the countries to be visited; another introduces a regularly issued newsletter as an educational adjunct in the visual arts; a third experiments with lay-led group discussion conducted through correspondence on the meaning of art, providing only partial assistance from the university faculty. One university sends its music students around the state to give concerts; another gives a course on campus for administrators of small art museums. Art programs are offered in some places in an integrated format, in which several art forms are combined in one educational activity. In an effort to provide intensive art experiences, one university has tried a method for totally "submerging" students in art for the full duration of a residential. Films, too, are used as "intensifiers"; coordinated with programs in painting, dance, theater and music, art films serve to enrich art experiences and creative efforts.

A particularly interesting aspect of experimentation with forms of art education is reflected in the efforts to work cooperatively with other community agencies to develop new kinds of programs in the arts. The

University of British Columbia, for instance, offers a course of lectures on the Sunday concerts of the Vancouver Symphony in advance of the concerts; in cooperation with an institute of sculpture, it presents annually an exhibition of outdoor sculpture. The University of California offers a week-end with the recorder in cooperation with a local recorder society; it works with a labor union to provide a special course on the arts as part of a labor education program. The University of Chicago conducts a cooperative program in the arts co-sponsored by the Art Institute, the Lyric Opera, and the Symphony Orchestra. Kansas State College, for its rural population, builds an exhibit into the programs of Farm and Home Week. The University of Washington supports a state-wide art association, which it helped to form, to develop arts and crafts programs throughout the state.

Assuming service functions. Almost all institutions provide some kind of supportive services in addition to the regular courses and programs. A few examples will demonstrate the nature and variety of these services. The University of British Columbia provides a phonograph record loan service; Hunter College runs a manuscript reading bureau for aspiring writers; Kansas State University has a loan collection of the works of professional artists to send to interested communities. The University of Syracuse maintains an evening school art gallery. The University of Alberta conducts a playwriting competition to encourage creative writing in drama; the University of Mississippi collects and publishes a list of state authors to help writers to get in touch with each other; the University of Tennessee conducts a drama loan service, making thousands of plays available to community theater groups. Many universities issue regular calendars of cultural events in their communities. Here and there universities have even turned patron and hired artists-in-residence, to relieve them of part of their financial burden, to allow them time to produce, and to use them to help others to work better.

Relative Emphasis Given Different Art Forms

Among the programs that are currently in operation, not all the art forms are equally well developed as far as programming is concerned. In the visual arts—especially in drawing and painting, but also in appreciation—considerable programming of meritorious level has been achieved. When it comes to music, however, the concentration is more on appreciation, with only rare instances of efforts to provide instruction in the various instruments and the voice. In writing education, regular classes patterned after typical daytime on-campus programs still predominate, but a number of institutions are also active in promoting writers' workshops, extended summer conferences, and other special offerings that provide intensive training centers for adults during their vacation periods.

An interesting paradox exists in the field of the dramatic arts. While the universities have thriving theater organizations, active departments of drama, theater facilities, and increasing learnedness, very little is being done for the adult in this area. Most adults interested in theater have to turn to the community theater for instruction; and in only a few instances are university extension divisions and evening colleges working with these groups. But while small, the effort is growing and in some instances it is flourishing.

The dance is still quite limited insofar as extension and evening college contributions are concerned. Except at Utah, where extension cooperates with the regular department to bring ballet education to the public, and at Vancouver, where a dancer was engaged as an artist-in-residence for lecture-demonstration and teaching, little beyond lectures and concerts for simple viewing is as yet part of programs. Some work is done with folk dancing, but on the whole this kind of program is still viewed more as recreation than as serious art education.

The movies and radio and television are still so new that perhaps it is to be expected that approaches to analyses and studies of these media as art forms would be slow in being incorporated into the academic milieu. In some centrally located schools, courses in professional training for these media receive much emphasis, but for the general public neither appreciation nor creative courses in these media are offered in any sizeable number.

Some attention is being directed toward developing programs that combine several art forms in one integrated program. In addition to such well-known ventures as the Chicago Fine Arts program and the Vancouver Festival, Detroit is also now involved in a cooperative program with Wayne State University, the Detroit Art Institute, and the Detroit Public Library to present a program of conversations on the arts and on political issues.

Categories of Purpose

Taken in large, the activities in the area may be grouped into three general categories of purpose: to train the potential creator in the arts (including producers of art objects and performers); to develop a public that can appreciate the arts that have been produced; to provide supportive service to arts programs.

The programs, of course, do not fall neatly and distinctly into these categories. In part, this is because of the way in which the nature of art is conceived and the way it is understood to affect the life of individuals. Consumer and producer (if we may use the terms of the marketplace here), it is understood, do not have firmly separated needs. Courses in "doing" are offered to the consumer as well as the producer. Not only will creative work in the arts, the reasoning goes, at whatever level of ability, make the consumer a better and more knowledgeable consumer, but it will be good for him also because it will provide him with a means of personal expression, variously described as therapeutic, fulfilling, integrating, and in the highest sense, humanizing. Similarly, appreciation courses are necessary for the producer as well as the consumer. For appreciation of a work of art is not seen merely as a passive act of receiving benefits, but as an act of creation in itself; the viewer is conceived of as collaborating actively with the creator when he "appreciates" or partakes in an aesthetic experience. The producer needs education in appreciation, therefore, to share this creative experience, and also because such education, by increasing his powers of self-critical judgment, will make him a better producer. Thus courses in both appreciation and creation are seen as containing a complex of benefits, often the same benefits in both. This interchangeability of the large general objectives of art programs often means that courses are designed to serve several kinds of students at once, and they try to reach a collection of persons variously motivated and at different levels of skill and erudition.

For the most part, of course, the "doing" courses offered to adults are not intended primarily to produce professional career artists, and most of the appreciation courses do not seem to make claims that they are developing the ultimate audience for the artist. Still there is no doubt that the main thrust of the former _is_ to develop "do-ers" and of the latter to educate the viewer.

Those activities that fall into the third category, as supportive of both of the other two (if we care to carry the uncomfortable analogy with the operations of business even further, we might call these "middlemen" functions), might have been included in the other two. Because they are somewhat different in nature, only partly educational, it has seemed helpful to put them into a separate group of their own.

Thus, as we present our prototypes, we shall group them according to these three categories:

1. Producing and Performing: (To train the producers of art objects.) Here fall the courses and activities that emphasize the development of skills and techniques, and the knowledge and understanding necessary to produce responsible work. Students may include both amateurs and professionals.
2. Appreciation and Understanding: (To develop an audience for art.) In this category will be found courses and programs that encourage interest through exposure to art works, augment enjoyment and appreciation through providing aesthetic experience, develop basic understanding through communication of knowledge of history, theory, etc.—all activities that may lead to sound critical judgment as an ultimate characteristic of the consumer.
3. Supportive Services: (To bring the artist and his audience together, to help them to get to know each other; to disseminate art works, and to provide help to the artist.) In this class of activities we find, recitals, marketing services, artists-in-residence, and the like.

Chapter II

PROGRAM PROTOTYPES

Visual Arts

Our prototypes of programs in the visual arts will reflect some of the many different forms of courses that appear on most university calendars—workshops, lecture series, discussions, regular classes; courses for spectator and producer. In addition, we have included examples of special programs offered in metropolitan centers which demonstrate imaginative use of rich resources; and examples of new forms devised by rural educators to bring art to people in areas where art objects are rare.

It is fairly obvious that in art education as a whole, the rural educator would have a more difficult job than his counterpart in the metropolitan centers. In the area of actual studio or "applied" painting, sculpture, graphics, and ceramics, however, the small city or regional art educator is at relatively less disadvantage than he is in appreciation courses. He lessens the disadvantage even further by using touring professional artist-teachers, and devices such as films, prints, correspondence, and the like. In educating the spectator, however, the rural educator has a more serious problem. Whereas universities in the great metropolitan areas, with museums, galleries, art institutes, and artists as close neighbors can offer a myriad of exciting courses for the purpose of training a sophisticated audience, the rural university educator must strive to find ways to bring great art to the attention of people in communities beyond the reach of art galleries and art centers. Many universities have learned how to extend the art gallery into the field, and some really fine paintings by outstanding contemporary and "old" masters, now find their way through festivals, special exhibits, and other devices, into all kinds of out-of-the-way places. Such efforts in making art appreciation part of the programs in the arts in rural areas are recognized as an important complement to the more easily managed production courses. Thus, while generally there is still rather more emphasis on standard "how to do it" courses, spectator education is taking shape even in communities where the job is very difficult to do.

Producing and Performing

Art Classes in a Rural Setting: Kansas State College

In the largely rural state of Kansas, the first aim of the administration of the arts program at Kansas State College has been to organize and develop sixty-seven art classes for adults, most of which are held within a radius of forty miles from the college, but some are as far as two-hundred miles away. The emphasis in these classes is on instruction in drawing, painting, and sculpture, with some courses in theory and appreciation as a necessary part of the instruction. The purpose of the program is described by one of its administrators:

> It has been our desire first, to help individuals to develop that grasp of the special language of the arts which is basic to an appreciation of the artist's work. Second, we wanted to develop in the individual the understandings and skills which are involved in expressing sculpture, and the decorative arts. We anticipated that activities appropriate to these objectives would also serve to stimulate the interest of more and more people in art and, therefore, draw large groups of adults into our various instructional programs. In many communities such activities might also lead to enrichment of educational programs in the schools.[1]

In all of Kansas there are only two museums, and no art galleries. To encourage interest and to develop talents, Kansas State College created a "gallery" in the field. District exhibits of the work of local amateur artists are held yearly, and an annual state show gathers the best from these to an exhibition at the College.

Art Classes in the South: University of Alabama

The University of Alabama's programs in the arts illustrate the successful use of the "center system" to provide points where art education can originate at various places in the state, often at great distances from the main campus. The Centers are "satellite" campuses that house the faculty and the technical resources necessary to operate extensive local programs away from the main campus. Alabama has five Centers—at Montgomery, Gadsden, Dothan, Huntsville, and Mobile—each offering a wide range of credit courses usually cut in the same pattern as campus courses, as well as special classes and non-credit programs for adults, courses in drawing, painting, design, ceramics, and sculpture. From each Center, in turn, special classes in the arts fan out to such communities as Decatur and Scottsboro.

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[1] Roman J. Verhaalen, "We Bring Art to Kansas," The NUEA Spectator, Vol. XXIV, No. 2, December 1958-January 1959, p. 3.

The Tuscaloosa Evening Classes Program, another special program in both credit and non-credit work (it includes, for instance, a studio class in oil and watercolor painting), is a further variation of Alabama's approach to extension art education.

Art Classes in "the Field": University of Mississippi

Another response to the need for better art education among the small cities and towns of the South is the Mississippi University Extension Division program. In one year, painting classes were offered at Jackson, Clarksdale, Corinth, Tupelo, and Pascagoula. The philosophy implicit to this broad dispersal of art educational experiences is that a state university must not only require the people of its state to come to it, but can and should also take its resources directly to its public "in the field."

The richer resources in both audience and art available to the urban center educators are nowhere better illustrated than in the kind of environment in which art classes are conducted at New York University's Division of General Education. The Washington Square Center, where the classes are held, is strategically situated in New York's Greenwich Village area, a spot that "remains indelibly colored by its having once been the habitation of Bohemians, some of whom were among America's great artists."[2] Biennially still, a great outdoor art show is held here, the focus of attention of the whole city.

> Around the square itself, and spilling over into adjacent streets are several hundreds of artists offering their work for sale, the canvases hung on boardings, on iron fences, on the walls of buildings. On week-ends during the shows thousands of people come to look at the artists and their work, to photograph the crowded scene, and—some of them—to price the paintings and even to buy, at prices ranging from ten dollars to two hundred and fifty. There is every opportunity for New York University students to feel themselves close to the art world as they look out on this big show. And some of the artists themselves feel close to the University, if only through the fact that the Di-

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[2] Warren Bower, "We Teach Art in Greenwich Village," The NUEA Spectator, Vol. XXIV, No. 2, December 1958-January 1959, p. 3.

vision offers two scholarships every semester to young and promising exhibitors who are willing to take discipline and learn.[3]

Such an atmosphere in which to offer art courses cannot fail to have an important positive effect on both teacher and student.

Art Classes in the City: New York University

New York University's Division of General Education has no intention, apparently, of setting itself up as a professional art school. Yet, as the university's reports suggest, the Washington Square Center does have certain characteristics of an art school that prepares students "to make the transition from amateur to professional standing." Dr. Bower, the director of the program, explains.

> It's work starts with introductory classes in learning to draw and to paint as a part-time activity or hobby. But the emphasis is not upon learning to paint for the fun of it, or to pass the time agreeably. In our classes even beginners are taught by serious artists to draw as if all had avowed themselves dedicated to art. Thus they learn the "fun" of painting well, and to choose to pass as much time as they can spare in painting. Seven or more sections in each activity are required every semester to meet the demand for beginning instruction. Almost without fail, in any class of twenty or twenty-five, there will be three or four or more who demonstrate a marked proficiency. These students are those who go into advanced classes, and who, if they continue to advance in command of their medium and in the intellectual development which should accompany physical skill, might be those who can in time make the transition to professional standing. . . .
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> Our faculty consists almost solely of professional artists who have demonstrated their effectiveness as teachers, and their ability to be articulate about the problems of the craft as well as to verbalize their conceptions of excellence in their art. . . . The men and women on our faculty have been added to the staff at various times during the last ten years, after careful screening, largely by the members of the staff rather than solely by the administrator of the department, on the grounds that the staff works closely together and needs to be congenial and cooperative, each respecting the others as artists. This has not resulted, as perhaps might be suspected, in a staff all of whom have the same attitudes toward painting, or belong to the same school. Actually we have several conservative painters—representationalists, figure painters. This diversity makes for a lively series of discussions when values and critical standards are brought into question or when at events open to students some aspect of modern art is the topic of the meeting.

Director Bower believes that studio courses are not enough to supply adequate training in art. In addition students should be given an awareness of the history and theory of art, for an "artist who is not aware of the history of the art he practices, indeed one who does not have a wide knowledge of many of the arts and concerns of mankind, is only a technican, a craftsman, without the larger understanding of the meaning and significance of art."[4]

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[3] Ibid., p. 4.

A State-Wide Amateur Painting Program: University of Wisconsin

This amateur painting program in Wisconsin, is offered not by general extension, but by the University of Wisconsin's Agricultural Extension Services. They organize and coordinate a massive state-wide "Town and Country" series of amateur art shows. The shows are prepared as far ahead as five years, and are held on a circulating basis within various districts of the state. They offer a day-long program for the public, including a critical tour of the collection of amateur paintings, demonstrations on aspects of painting, and lectures and discussion. Winning canvasses in the district shows are later displayed in a special exhibition at the the University's Union Gallery. During the year, studio classes originating in the general extension art department are taken to the outlying areas of the state by "circuit riding" teachers from the Madison campus.

Painting as a "Special Project": University of Michigan

In Michigan, the University of Michigan's office of the Supervisor of Special Projects organizes and coordinates another state-wide program of amateur art shows. One of the outstanding features of this program is its annual Regional Art Exhibit and Art Conference. In the 1957 program, for example, forty-seven state communities participated. The opening session featured an address by the Dean of the College of Architecture and Design to various individual painters and painting groups such as the Palette Guild of Redford and the Ann Arbor Art Association. Other sessions included demonstration of painting techniques, critical examination of painter's work, and informal consultations with professional artists. Twenty painters from the show were selected for display at Detroit's Rackham Gallery. Before the paintings were sent to the gallery, codachrome 2x2 slides of each painting were prepared so that the Supervisor of Special Projects could then discuss them in his lectures and criticism sessions around the state.

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[4] Ibid., p. 5.

Arts Workshop for Special Problems: University of Minnesota

To serve special groups, the University of Minnesota uses the workshop. There is a workshop, for example, for teachers of handicapped children; another for regular art teachers; a third for administrators of small museums. The workshop for art teachers is a particularly impressive example of imaginative programming, and is described briefly here as representive of this form of art education.

For this workshop, the University's Center for Continuation Study has worked out cooperative arrangements among departments to permit teachers to participate in a creative arts workshop that gives them genuine experiences in working creatively in the graphic arts, music, and dramatics. Demonstrations and lectures suggest how to develop skills; in work session the teachers are helped to experiment with art materials and techniques. Students in this annual institute have put on plays they have written and for which they have done the musical score, designed scenery and costumes, and arranged staging and production.

Painting Workshops: University of Michigan

The painting workshops conducted by the Extension Division of the University of Michigan for its state communities has had marked success in bringing art education of a high order to distant parts of the state. Two series of workshops are scheduled—one for the Upper Peninsula and the other for the Middle Michigan Area. Artists of top reputation—from the staff of the University's College of Architecture and Design—form the faculty for this unusual touring school. In their own work, these artists represent a full range of styles of painting—from abstract expressionism to realism.

In each series, the artist-teachers tour the towns and cities in their assigned areas, working with amateurs in the region who are interested in art education. In a course of five sessions, held in the evenings of one week, they demonstrate their personal approach to subject and techniques; they engage the students in discussion of their work and their thought about art; they offer professional criticism of work in progress.

The workshops admit all who want to do creative work in the arts—beginners, experienced amateurs, semi-professionals. For those persons who would normally have great difficulty in getting to metropolitan galleries or in meeting professional artists, these travelling teachers provide an exciting and important experience in the arts.

Newsletter for Artists: University of Michigan

Another unusual feature of the University of Michigan's regional answer to the need for better art education for the amateur is found in the regularly published Newsletter prepared by the Supervisor of Special Projects in the Ann Arbor extension offices. The Newsletter goes out to members of the state's amateur painting organizations. In it are found articles dealing with problems in painting, commentaries on the paintings that appeared in district shows, stimulating accounts of the lives and works of professional and amateur painters, lists of films available on the arts, a schedule of the art films to be shown on the university's campus, and insightful comments on the responses of the mass media to the new phenomenon of the "amateur painter." The purpose of the Newsletter is to build the enthusiasm of painting groups throughout the state toward broad, energetic, coordinated, state-wide efforts. It also serves to broaden the impact of the extension's painting workshops that were described above.

Appreciation and Understanding

We indicated earlier that art appreciation, the education of an audience for the arts, is more easily accomplished in the great metropolitan areas. The prototypes of art appreciation programs of New York University and Chicago, when compared with the activities in a basically rural state like Kansas, show this difference most sharply.

Audience Training in the Metropolis: New York University

Two programs conducted by the Division of General Studies of New York University demonstrate vividly how the resources of a community can be effectively used to create an experience with art that is alive, dramatic, and appealing to adults. The descriptions that follow are from the school's catalogue.

Meet the Artist:

> A studio visiting course. An opportunity to understand the trends in modern American art through ten visits to artists who enjoy national and international recognition. The artists who agreed to open their studios included the painters Adler, Jimmy Ernst, Guston, Rattner, Rice Pereira, Tobey; the sculptors Glinsky, Kaz, Lassaw; the painters and the printmakers Moy, Peterdi Schrag. This selection is a cross section of current American art, with many schools and tendencies represented. All have work in permanent collections of one

or more of the five leading museums in this area: Brooklyn, Guggenheim, Metropolitan, Modern Art, and Whitney. Students are given a viewing of the artist's work and the privilege of questions directed to the artist himself.

Great Modern Paintings in New York Museums:

A museum visiting course. The movements and personal styles that make modern paintings so bewildering to the uninitiated are viewed and discussed in this class. Through analysis of original works, the major movements and styles of modern art are given focus and clarity. Covers such artists as: Monet, Renoir, Cezanne, Van Gogh, Picasso, Braque, Matisse, Mondrian, Miro, Dali, Matta, de Kooning.

Audience Training in the Metropolis: University of Chicago

The University of Chicago's Downtown Center is in a similarly fortunate position to offer exciting art appreciation programs. Here is one from their catalogue:

Great Dutch Painting:

One of the most fascinating and unique of all art achievements was that of the Netherlands, in the 17th Century. An acquaintance with the painting and prints of Holland's 'Golden Age' is a delightfully enriching experience, one essential to understanding of Europe's art traditions. This series of five lectures is designed for the art-lover without specialized training who seeks an introduction to the great works of the Dutch Masters.

The course is built around lectures and chalk-talks in Chicago's famed Art Institute, where masterpieces can be studied at first-hand.

Another is the Fine Arts Program. This program involves study of music, theater, and painting. Students are brought into direct contact with the living arts by attending the Art Institute, Lyric Opera, Chicago Symphony concerts, and local studios and galleries. These experiences are then subjected to critical reflection during periods of classroom discussion. (This program is discussed in more detail in the final section on integrated programs in the arts.)

Audience Education in a Rural Scene: Kansas State College

Kansas State College has met the problems of too much space and too few resources by building a program in four parts to carry the experience of fine painting to its population. The program looks like this:

1. A painting-of-the-month program circulates a collection of fine paintings of the quality of John Stuart Curry and C. Lewis Hefermehl to public libraries and schools of the state. Each month a

new painting is shown, and leaflets about the author and the painting are distributed to viewers. One such series of paintings is circulated in cooperation with cities of the area. In the schools, study of the painting is integrated with other art instruction. Since many of the paintings in these collections have regional subject matter (e.g., Curry's), they tend to heighten the viewer's awareness of regional inspiration for art.

2. An annual exhibition of amateur paintings, drawings, and sculpture is organized. The purposes of such an exhibition are "to stimulate greater interest in art and a fuller understanding of creative art, to further development of creative art in the state, particularly in those areas which do not have ready access to museums and art exhibitions, and to provide additional resources for high school art education."
3. A collection of professional paintings is available for showing anywhere in the state. Such a show might include, for example, twenty-five paintings by five top-flight artists.
4. Fourteen different kinds of art appreciation and art library classes on a non-credit basis are offered. Some seven hundred persons each year are involved in this program alone.

The Kansas State College approach also builds the arts into other community activities. Each year the programs of Farm and Home Week include exhibits of both professional and amateur painters, informal meetings and receptions for the artists and the public, and demonstrations and discussions of painting for the public led by professional artists from residence faculty and from the nearby communities.

Group Study Through Correspondence: University of Wisconsin

Many extension divisions provide correspondence courses in art appreciation and theory, but here is one with some special features.

The course, designed for group study, is conducted by Professor Donald White of the University of Wisconsin and is called "The Meaning of Art." The text, written by Professor White, provides a series of discussion-lectures on several aspects of art appreciation. The groups are formed with both a lay-leader and recorder; the leader conducts the meetings and acts as moderator of the discussions; the recorder keeps notes on areas of agreement, on issues that remain unresolved, and on points that require clarification. These notes are referred to the director of the program.

In addition to the basic study guide, the groups use also collateral texts: Vincent's History of Art, Ortega y Gasset's The Dehumanization of Art, and Santayana's The Sense of Beauty. The University of Wisconsin's fine collection of educational films is made available to the participating groups. An instructor from the University participates in a few of the meetings, shows slides, and provides guidance.

The list of subjects in the course outline includes: an introductory session; the nature of art; the work of art; the common creative essentials; the creative process in art; the artist and his publics; art as creative consciousness.

The purpose of the course, according to Professor White, is to "outline some of the many issues and principles of art theory so that you may add to your philosophy for a better understanding of art and a better life." Admitting that, "There are no clear-cut, right and wrong in art theory," Professor White argues that there are, nevertheless, "many fuzzy beliefs and unfounded assumptions by many people for which rational concepts can be substituted; art understanding requires a blending of rationality and emotional sensitivity."[5] The course is particularly notable in that it carries its students beyond interest and emotional response to a rather deeper study of theory and concepts.

Supportive Services

One of the most important ways in which the universities are providing general support of the visual arts is by arranging exhibits and shows in places where the population normally would not be exposed to works of art. In a few of the prototypes described earlier, art shows were used as part of a regular educational program. The exhibits described in this section are less directly related to courses of study. The service activities, in some cases, do lead, as will be obvious, to educational ventures.

Travelling Gallery: University of Nebraska

In the days of the depression and the dust-storms, as an observer has recalled, a lady in Lincoln, Nebraska, a member of the Nebraska Art

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[5] Donald White, The Meaning of Art (Madison, Wisconsin: University of Wisconsin, n.d.), p. 1.

Association, packed some thirty paintings into her car trunk, and started out to show them in towns within a radius of sixty miles of the state capitol. During the day she talked to visitors to the gallery set up in the community—mostly children. At night the patrons who had raked up, sometimes with difficulty, the twenty four dollars needed (on an average) for expenses, were given the privilege of having the gallery to themselves for a chance to study the paintings.

Soon after, people in other towns, further away and usually smaller, heard of the travelling gallery and the lecturer. They, too, wanted to have the benefit of this opportunity to see and to get to know the world of paintings. Even rural schools asked for the travelling exhibit. For the small towns, that did not even have a hall large enough to hang thirty paintings, Nellie May Schlee Vance created a Junior Exhibit composed of twelve paintings. And for the rural schools, Mrs. Vance devised a rural travelling gallery—a collection of six prints of paintings by contemporary Nebraskans—mounted on cardboard which could be set up easily on the chalk rail of the rural school.

This experimental venture was at first supported by the Carnegie Corporation of New York, and then taken over by the Extension Division of the University of Nebraska, which now covers the full cost of such travelling exhibits as well as much other work in education in the visual arts.

As a result of this venture, off-campus classes in art, an annual exhibit of the best work done by elementary school children in the visual arts (of which some are chosen to join the other galleries making their rounds of public schools), a loan exhibit of framed pictures to encourage their use in homes, and one-day art workshops for teachers are also part of the regular programs in Nebraska.[6]

Exhibition: University of Utah

The Fourth Annual Invitational Exhibition of the University of Utah Department of Art illustrates what can be done to bring the "masters" to communities beyond the normal reach of galleries and art centers.

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[6] The account of this development is taken from K. O. Broady, "Nebraska's Travelling Art Galleries," in Three Arts Go on Tour, ed. Helen Duncan (Bloomington, Indiana: National University Extension Association, 1951), pages unnumbered.

The show was, as its superbly illustrated announcement, "Nine American Painters," notes, part of a larger educational endeavor. The exhibition attempted:

> "to bring before the University community and the state, the work of some of the most individualized and dramatic talents in American art. Planned to articulate with a climax a series of pilot courses on 'Looking at Modern Painting' offered by the Fund for Adult Education through the Extension Division, we believe that the exhibition will afford an intense, sustained view of some of the major contemporary trends in painting. . . . 'Nine American Painters' . . . provides great stylistic contrasts which graphically express the cultural catholicity of our day."

Exhibited were works of Wyeth, Motherwell, Lebrun, Davis, Levine, Hofmann, Shahn, Weber, and Rattner.

Similar shows are organized at many other universities. The State University of Iowa's Annual Fine Arts Festivals, for example, have exhibited such masters as Charles Burchfield, Edward Hopper, Lyonel Feininger and Yasuo Kuniyoshi.

Exhibition: University of California

Another excellent recent show, an exhibition entitled, "German Expressionist Painting 1900-1950," was organized by Pomona College's Dr. Peter Selz, a well known authority on this school of painting. The exhibition included the work of such masters as Macke, Javlensky, Kandinsky, and Marc. It is the kind of collection of paintings that provides an experience for the layman and art student that cannot be equalled outside a major museum. It is actively "extended" by the lecture and concert organization of the Berkeley division.

Community Organization: University of Washington

Another regional answer to the problem of building the arts in outlying communities is the work done by the University of Washington's Bureau of Community Development. Washington's BCD was instrumental in the formation of a state-wide Arts and Crafts Association. Bureau men worked with members of the University's art department and community leaders, systematically encouraging a revival of arts and crafts production in the Northwest. The Association is now incorporated, has a Board of Directors, operating principles, by-laws, and so forth, and is energetically developing its own program as the University gradually withdraws direct assistance. The Association operates on the assumption that arts and crafts ought not to be viewed solely from the "arty" point of view, but that market potentialities must also be developed. The Association feels that developing opportunities for an artist to market his products is one of the best ways to galvanize artistic interest in the community. It gives the artist the kind of solid and necessary rewards that a real "market" implies. Local, regional, and state-wide exhibits of locally produced products are part of this program.

In conjunction with the work of the Association, the University's lectures and concerts service provides such programs as the University string quartet, a lecture recital series, opera, and modern dance. Recently, too, a telecourse on the American painter was beamed to the people of the state as part of Washington's frontal assault on the problems of art in community life.

Production of Art Films: University of Mississippi and Indiana University

Among the very few instances of university extension divisions actually producing films for art education are these two very different art films.

"Color Lithography: An Art Medium" was produced by the University of Mississippi's Continuation Center to help "develop a greater interest in printmaking and a keener critical insight into the techniques used in color lithography, to stimulate interest among artists for the medium, to introduce the art student to the subject, to help the layman understand and appreciate prints, to provide the teachers with a visual aid, and to show the creative approach the contemporary artist is taking toward printmaking." It is extraordinarily beautiful in its reproduction of the work of the lithographer. The viewer is permitted to watch the whole approach to and development of the preparation of the stones, the drawing, and the lithographic process. The film has won a whole series of awards.

"Conspiracy in Kvota", a film produced by the Extension Division of Indiana University, has been described as the first film made anywhere—including Japan—that used the narrative Japanese scrolls of the twelfth to fourteenth centuries to tell a story. These scrolls are interesting as possible predecessors of contemporary movies. The story told is of an innocent man accused of a capital crime—burning the imperial gate. The several episodes concern the search for the true criminal. All ends happily with the hero winning his freedom. The accompanying spoken text is taken from authentic literary sources. An original score, orchestrated to suggest the epoch, has been prepared.

Such instances of extension-produced films to support the classroom are rare. The catalogues of *Educational Television Motion Pictures*,[7] however, list a really large number of films on the arts produced elsewhere that can be used by those who want to reach distant parts of their area in this easy way.

Artists-in-Residence: University of Wisconsin

In recent years, academic institutions have become patron and host to artists by placing them permanently on their staff. Thus, there is no longer the same need as there once was to bring in an artist from outside to serve as artist-in-residence. But in past years—and occasionally still today—the artist-in-residence was an important resource in art education. The University of Wisconsin is given credit for having the first artist-in-residence—in this case, Curry. Presently, Aaron Bohrod, one of the best-known artists in the country, is in residence under extension auspices. He works at the University, influencing fellow-professional artists and encouraging latent interest and talent among the students. He has his studio on the campus. Students may drop in, and do—often; they observe his work, they ask him about their problems. Fellow professionals, particularly those on the faculty, also go to him for discussions on theory and approach. Through extension means, his influence is carried all over the state.

Music

Few extension divisions or evening colleges fail to offer some kind of program in music education; almost every catalogue of the member institutions of the NUEA and the AUEC contains an impressive list of courses and activities in this area. As our prototypes will show, most of the activities offered are in appreciation and understanding, but some attempt is made to train performers as well. In music education, more than in the other areas, one finds programs designed for particular audiences; several such specialist-oriented courses are included among our prototypes. Another special feature of music education is the wide use made of radio and TV as instruments of extension. Radio and Television have made a most effective contribution to music education. They have helped to overcome one of the serious road-blocks to the fuller development of music education—the great cost of high quality performances. Through radio and television, music has been brought, at relatively low cost, to a wide audience, and a great public has grown familiar with the kind of music that generally, to most people, constitutes a very strange world: chamber music, opera, symphonic recitals, etc. Thus, through exposure via the mass media, people have been made "ready" for study in the area.

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[7] Published by Indiana University, Bloomington, Indiana.

Producing and Performing

Opera Workshop: Hunter College

A new direction in music education for adults at the university level is the now widely known Hunter College Opera Workshop. The Workshop emerged from years of trial and innovation during the depression and second world war. By 1953 it had established itself as an outstanding program of aid and stimulation for aspiring young American singers. In 1953, for instance, it staged its first opera, which received highly favorable attention from critics. Since that time the Workshop has thrived and numerous graduates have established professional careers in music.

Membership in the Workshop is determined by audition of singers. As part of the student recruitment process a limited number of scholarships are available. Persons with advanced training and students who are members of opera companies receive special, comprehensive training in stage deportment and interpretation of roles. The Workshop is staffed throughout by a faculty with broad professional experience.

The Hunter Workshop rationale says:

> Hunter College does everything in its power to support this effort believing as it does that America is on the threshold of a great expansion of interest in musical culture. Young voices of beauty and power seem to presage in particular the sharing in our artistic activity of groups which hitherto have been relatively silent. It is our traditional belief that this College exists in particular to assist those who might otherwise, by reason of financial need, fail to have the opportunities which their abilities deserve.

Standing behind the Workshop is the Hunter College Opera Association which was established in 1952 to further the development of the program. It does not direct the Workshop but exercises supervision over the yearly operatic production. It chooses the work to be produced, organizes publicity and press releases and supervises the budget. Most importantly, the Association strives to build up its own membership and to solicit those gifts which alone make it possible for the College to finance the Workshop venture.

Extension Orchestra: University of Michigan

An interesting development in the Detroit area of the University of Michigan is its special class called Extension Orchestra. This course was designed to give adults experience in orchestral performing, instead of always being cast in the role of passive auditors. Through this project, the adult gets training in reading difficult scores, and an opportunity to work with a large repertoire of symphonic literature. Opportunity is also provided for members of outstanding talent to appear as soloists. The program is reinforced by recreational and social opportunities for orchestra members to become acquainted.

A Church Music Workshop: University of Wisconsin

The University of Wisconsin Extension Division Music Department's Area Church Music Workshops have several distinctive features. To "field" the program, the Music Department in Extension locates workshops strategically about the state so that they draw organists, choir directors, and ministers on a regional basis. A workshop runs for an afternoon and evening, from 1:00 PM to 9:00 PM, and is staffed by two specialists: a choral organization director to discuss materials and technics and to provide demonstrations, and a voice specialist to demonstrate and lecture on voice problems of the soloist and choir member.

One interesting consequence of this kind of program is that it is often paralleled by similar workshops and clinics operated by private music organizations and businesses. Extension music specialists in Wisconsin report, however, that although they are frequently called upon in a consultative capacity by these agencies, private music concerns are somewhat wary of close coordination with universities. On the other hand, of course, many universities cannot work with private organizations under conditions that are strictly commercial.

Music Workshops: University of Iowa

The State University of Iowa, through the cooperation of its school of fine arts, its department of music, and its extension division, offers many different kinds of music workshops. In addition to an all-state music camp primarily for younger students, there are workshops on band, choral, and elementary music, all especially designed to serve teachers in the public schools. One such workshop, which is of particular interest, is carried on over a period of several years, and provides, in each year's series, on successive weekends, study of vocal ensemble, string ensemble, solo work in voice and instruments, and brass and woodwind ensemble. In the series are included discussions, lecture-demonstrations, solo and ensemble auditions, and concerts by university organizations.

Appreciation and Understanding

Appreciation through History: University of California

The University of California at Los Angeles, the "southern area" of the school's extension system, offers a course, "History and Appreciation of Music," that serves as a good example of similar courses offered by many universities. Its main purpose is to refine the adult's understanding of the great western tradition from which our modern music grew. The course runs in two sections: the first part is a survey of musical history with emphasis on the important composers from the Middle Ages to the Eighteenth Century; the second series picks up the story with the Classical period and moves through the Romantic masters to the music of the contemporary generation of composers. These classes are not only for the "passive" record collector and hi-fi fan, but also for the adult who is a skilled performer on a particular instrument. The strong point of these courses is that they provide a cultural context within which the adult can place his own musical taste and activity. They are moreover an invaluable aid to the concert-goer who has difficulty with the complexities of "classical" music, especially the twentieth century's energetic experimentation in new musical forms.

How-to-Listen Sessions: New York University

In its Town Hall series, New York University presented what may be described as the prototype of the classroom music appreciation course. The instructor was a man well-known as a commentator for several radio and television programs. His method was to hold a number of informal, non-technical sessions on "How to Listen to Music." He made use of the piano, recordings, and guest artists. The final session was on how to build a record library.

A Conference Especially for Teachers: University of Illinois

The University of Illinois' Department of Music, well known for its Illinois Festival of Contemporary Arts, cooperates actively with its Extension Division in providing conferences and special programs in music at Allerton House at Monticello. Typical of such joint programs of the School of Music and University Extension was the Illinois Piano Teachers Conference of 1957. The program ran for three days and included guest speakers such as Soulima Stravinsky addressing the meeting on "An Approach to Contemporary Playing for Young People." It also included panels featuring members of the music department faculty, parents of children studying music, and even psychologists discussing such problems as "Making the most of parents: first 'aide' to the teacher." During this conference as in all such conferences, the participants heard music performed by chamber groups and skilled soloists.

A Workshop Especially for Teachers: University of Illinois

Another regular feature of the Illinois joint Music Department and Extension Division program is its summer "Workshops in Music Education for Music Specialists." This workshop runs for about three weeks and is tailored specifically for school administrators and classroom teachers. Enrollment is limited to provide opportunity for efficient and effective work by students. It is especially constructed as a compact experience for school personnel who must make the most of their summer weeks. It offers credit for persons who wish to apply their work toward a degree.

Music by Radio: University of North Carolina

The Extension Division of the University of North Carolina offers a course in opera appreciation over two local FM stations. Each Sunday afternoon and Friday evening "Let's Listen to Opera" is beamed out over the state to all who care to listen. For some eighty or more students of the State Teacher's College in Boone, the program is required listening. Brochures discussing such operas as "Aida", "Rigoletto" and "The Barber of Seville" are available to students studying the series for credit.

Music by Film Forum: University of North Carolina

An exciting variant of the "Let's Listen to Opera" series is the Opera Film Forum conducted by Norman Cordon, head of the North Carolina Music Program. The forum part consists of discussion meetings held in four localities during each session. Films are used in conjunction with lecture and discussion periods. Among the films used in the program are: "Opera School" (preparation for an operatic career), "Lucia Di Lammermoor" (performance), "Fra Diavolo" (performance) and "The Marriage of Figaro" (performance). Materials regarding each session are sent to participants in advance of the meetings to familiarize them with the subjects to be studied and discussed.

Music by Television: University of California

In the booklet outlining the television course, "Spotlight On Opera," appears this challenging comment:

> Every year, on September twenty-first, autumn makes its official appearance. Soon after, and just as inevitably, comes the World Series and, at about the same time, the opera season commences. While the World Series is a dynamic feature of the American scene, sadly enough, opera has not as yet established such strong roots in our cultural tradition. Our American youngsters can reel off the batting averages of baseball's "swat kings," but how many of the nation's adults have experienced the breathtaking beauties of Strauss' "Arabella" or the dramatic emotions of Verdi's "Macbeth"—or even know that these works exist? Until such time as opera is made more accessible to the American people, until such time as opera recognizes its own Abe Lincolns, who are constantly pleading the cause of opera 'of, by and for the people,' America cannot come of age operatically.

The course explores with its television audience masterworks of opera, their historical development, special jargon and technical nomenclature, and the aesthetic resources of operatic literature.

Supportive Services

An Extension-Published Series of Music: University of Illinois

A service in adult music education that parallels the kind of aid offered theater people through a drama loan office is the University of Illinois' extension publication series in music. Some thirty-five to forty pamphlets, running in length from five to twenty-five pages and costing from five to thirty-five cents each, are offered on a wide variety of subjects including such titles as "Graded List of Materials and Repertoire for Cello" and "A Theory of Recreational Music and Current Practices in Recreational Music." Compositions by members of the Illinois School of Music are also published and made available at reasonable cost.

Lecture-Concert: University of Washington

Many of the larger extension divisions offer rich musical fare to the adult audience through the lecture-concert hall. The University of Washington's Adult Education and Extension Service, to choose one such institution more or less at random, through its Faculty Committee on Public Lectures and Concerts offered forty-nine concerts in its 1957-58 program. They presented a great variety of programs, including "Lecture Recitals on Opera," "Visiting Chamber Music Groups" (Barylli Quartet, Hungarian Quartet, Amadeus Quartet, Hollywood Quartet), and Leon Goossens and Denis Matthers, oboe and piano.

Festivals of Music: University of British Columbia

It would be very difficult for an extension division or evening college to assume on its own the total responsibility—or even a large share of it—for a major music festival. The work of the extension department of the University of British Columbia has been to help lay the groundwork over the years for musical activities, particularly during the summer, which have helped to produce the great Vancouver Festival. The extension department has carried much of the responsibility of development and of promotion, in addition to helping to establish a climate that would make public acceptance and enthusiasm possible.

Faculty Concerts: University of Michigan

Many university and college music faculties are generous with their time and energy in providing concerts off-campus as part of their responsibilities as teachers. At the University of Michigan a great variety of programs is part of its community concert series, provided under the auspices of the University of Michigan School of Music and the extension service. In one small city alone, the presentations included a string quartet, a trio, a vocal recital, a concert ensemble, a woodwind quartet, and scenes from operas.

Music Study Tour: University of Southern California

Several universities are now developing European summer tours in the arts with the purpose, as the University of Southern California tour director puts it, of making "travel synonymous with education." The University of Southern California's program includes a "Music Study Tour" as well as an eight-week history course conducted on tour in eight European countries. The music tour is part of the Student's International

Travel Association which has operated since 1933, and has enabled some 19,000 students and teachers from all our states and some thirty foreign countries to take a guided intensive educational tour of the continent. Non-political and non-sectarian, the Student's International Travel Association's music tour includes attendance at the famed music festivals of Glyndebourne, Aix-en-Provence, Salzburg, and Bayreuth, and "operas and concerts in the major cities as available."

Writing

The dominant form of adult writing education, both in credit and non-credit courses, is still regular classes like the ones offered to the undergraduate. Most of the evening colleges and many of the extension divisions provide writing education for adults within that framework. In institutions across the nation, adults can take courses to help them write short stories, feature and magazine articles, novels, poetry, drama, TV scripts, commercials, and almost any other form of writing one can name. In some institutions, such courses are arranged to provide for progression from introductory to advanced work, thus meeting the needs of students at many levels of proficiency.

Much creative writing instruction is given also in writers' conferences and workshops held during the summer. Often in summer workshops, adults—both writers and teachers of writing—are able to study directly with successful professional writers in their special fields of interest. At their best, these conferences and workshops provide an opportunity for serious students to receive intensive training for artistic development.

Some institutions, in addition to such workshops and regular classes, also provide year-round services to amateur writers whose goals are serious, including manuscript reading and criticism from professionals in the field.

In the area of creative writing, more so than in the other art forms, a stable core of program forms is developing that may set a pattern for all institutions. While these programs have not been in existence very long, they seem to have established themselves fairly securely. It is such as these that appear as the prototypes in this section. You will note the absence of the category of appreciation; appreciation of writing belongs in the area of literature which, as we explained earlier, is not included in this report.

Producing and Performing

Writing Classes: New York University

Typical of courses in writing offered in universities are those given at New York University. In addition to the two described below, "Poetry Writing" and "Foundations of Short Story Writing," there are courses for adults entitled, "Magazine Laboratory," "Writing the Novel," and "New Writing". Some of the courses set up entrance requirements to separate beginners from advanced students. The "Writing Laboratory," for example, is expressly advertised for "those who have written sufficiently to be able to express themselves clearly and who wish further practice and discipline in order to attain distinctiveness in style." In almost all courses, personal conferences and critical evaluation sessions are arranged between the students and the staff.

The catalogue description of the course "Poetry Writing" suggests that it is intended to bring out the "close relation of poetry to everyday living by emphasizing the fact that poetry is an art and that it therefore fulfills a basic human need to express emotion and thought in an ordered way." Observations of this class indicate that the instructor is especially careful to emphasize the need for an "ordered way" in expressing emotion. The catalogue states further that this course is intended to encourage the "amateur writer of verse to develop in his work that coherence of expression that makes of poetry not a secret or 'private' but a public language. Technique and poetic types are studied to that end. The importance of the oral quality of poetry is considered fully. The concern of this course is with poetry as an art—"the most fundamental of the forms of literary expression."

The course "Foundations of Short Story Writing" is conducted by an associate editor of an important national magazine. The catalogue states that the course combines "the study of the theory of writing with workshop methods." The approach is by means of both oral and written analyses of submitted manuscripts. Sensitive and sympathetic criticism is offered to help students become aware of problems and to learn techniques for solving them.

The summer session workshop appears to have taken hold as an approach to adult education in creative writing. The Utah Writer's Conference is an excellent example of this form of writing education.

Writer's Conference: University of Utah

The conference is held for two weeks in July of each year. Most students enroll for the entire period, although, with permission of the instructor, students may register for one week only. It is primarily a noncredit course, but students interested in credit may join. They are urged, however, to remain as free as possible from academic pressures and obligations during the conference so that they can commit themselves completely to the intensive writing and study schedule of the workshop.

The content of the workshop includes technical demonstrations, analyses of writing, evaluation sessions on scripts brought to the conference or produced during it, in addition to private consultation on aspects of the individual's style and approach. The conference is staffed throughout by a faculty that has published widely.

The purpose of the conference is best expressed through this ringing set of principles in the description of the course:

> . . . to give the student a concrete and intimate understanding of the writer's craft, his art, and his function as a man at work in the contemporary world. A guiding principle in the conduct of the workshop is that writers have a responsibility to do good work and can gain most by accepting this responsibility. Sound craftsmanship and integrity of thought and feeling are regarded as essential, because writing of any kind affects attitudes and action and our very way of life.

Writer's Workshop: University of Syracuse

While this workshop was not offered through the extension department, it is included as a prototype because it provided for the participation of adults and for an extension of university facilities. It was open to both university students and persons not on campus. No prerequisites were set up for enrollment. The purpose was to provide writers with professional criticism of their manuscripts and work in progress, and to permit intensive instruction and supervised practice in chosen fields of writing. By means of lectures, general literary criticism sessions, group meetings, and conferences, the faculty attempted to help each participant realize his ambitions and abilities.

A remarkable faculty was collected for this workshop, including an associate professor of English; an author and publisher; an assistant professor, head of the writing program; and such writers of note as Malcolm Cowley, Delmore Schwartz, and Saul Bellow, who, while not regular faculty, visited the conference and assisted in it.

Workshop: University of Oregon

On the West Coast, at the Portland Summer Session, we find yet another illustration of the workshop approach to creative writing. The objective of this writer's conference, much like the others, is to offer writers, teachers of writing and literature, as well as laymen generally, an opportunity to study with successful writers in their special fields of interest. The workshop combines panel discussions, lectures, personal conferences, and special sessions in analysis of manuscripts for the participant. Training in writing short stories, novels, juvenile books, poetry, and non-fiction are included in the program.

The Oregon program stresses the creative process and the "function of the writer in the modern world," and all criticism of work in progress and special sessions with individuals held during the workshop are oriented around this theme. In addition to the theoretical study at the workshop, the "practical" concerns of the writer are recognized through sessions on available markets for the different types of writing.

Supportive Services

Manuscript Service for Writers: Hunter College

The manuscript service is provided by a Reading Bureau, and is part of a large program of writer education which includes a wide range of special classes in writing the short story and novel, in book editing, in television writing, and the like. The Bureau accepts for services work completed or in progress in the following categories: a novel or part of one, two or three short stories, a biography or book-length work of non-fiction prose, two or three articles, a book for children, a play or two one-act plays for stage, radio or television, a selection of poetry or of light verse, or, a translation of a major piece of writing. The Reading Bureau maintains a permanent staff of seven consultants to act as critics and advisors. When individuals enroll for this service, they are given an appropriate schedule of meetings with these professional consultants. Registered students are entitled to four hours of private consultation and criticism in addition to the manuscript reading service.

Experiment in Providing Publication: Michigan State University

Very few universities have assumed responsibility for providing outlets for adult writing. In 1958, Michigan State published an issue of The Spartan Magazine Literary Supplement through a cooperative effort of a number of colleges within the University. The continuing education center put the publication about in its Kellogg Center, calling the attention of its patrons to the original works in it. The publication and circulation of their work is important to writers, and acts as a stimulant to greater effort.

Arts and Society: University of Wisconsin

In addition to articles about the arts, this little magazine published by the extension division of the University of Wisconsin, publishes poetry, short stories, and excellent reproductions of fine art works. The magazine was launched in the winter of 1958. Five issues have appeared so far.

Theater

Never before has educational theater been so widespread and so important an influence on theater generally as it is today. Reporting on the "phenomenon loosely called educational theater," John Gassner says:

> The plain fact is that the educational theater has become the seed bed of nearly all dramatic arts in this country, and the future of our professional theater has become inseparable from the quality of theatrical education available to students on the undergraduate and graduate levels. In a large number of instances, universities provide virtually the only adult theater of the community. With a college education the norm for a rapidly growing percentage of the population, public taste is being increasingly formed in the educational theater.[8]

Gassner goes on to suggest that "the college and university training theaters are often in effect also community theaters, municipal centers, and tryout stages." These theaters, he says, produce sixty times as many plays as appear on Broadway.

In this happy situation, however, the adult student interested in theater arts education, has been more or less overlooked. Except in a very few places, adults are involved in educational theater only as audience for the productions of university drama departments. Adults desiring a more active role must still look outside the universities, to the community theaters which for the most part operate independently of the regular university departments of dramatic arts.

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[8] John Gassner, "Drama's Seed Bed," New York Times, 26 July 1959.

There is a growing tendency, however, for university extension divisions and evening colleges to bring the skills and resources of the university to bear on community theater. In a few institutions, notably the University of Wisconsin, this idea of university support of adult community drama has flourished. And in others also there is a real effort going on to attract, hold, and train theater leadership. To this end university extension divisions provide many needed services—advising on the selection of plays, providing background material for understanding of characterizations, making available handbooks on techniques, etc. A few extension divisions and evening colleges conduct summer workshops and festivals to give training in writing, producing and performing for the theater, and some also offer courses and lectures to promote appreciation.

Examples of these activities form the core of the prototypes in this section. In addition, we have picked out for special attention, the work of two universities whose efforts on behalf of adult theater education are unusually broad and distinguished. We have included also examples of training courses for radio and TV theater producers and performers. These are so strictly oriented to the professional career-centered student, that they could be more properly described as vocational training than as art courses, but we decided to include them, and to leave the making of such judgments to others.

Two Special Programs

We depart from our regular method of reporting prototypes, in accordance with the three categories of purpose used above, to present in their entirety two full-scale university programs in support of adult theater education which demonstrate the kind of major university effort that is possible. One (Wisconsin) is strictly an extension division program; the other (North Carolina) is an example of how the extension division works with the resident department to extend its offerings to adults.

Idea Theater: University of Wisconsin

The Wisconsin Idea Theater was founded in 1945 at the University of Wisconsin as an outgrowth of earlier bureaus of drama and music there.

As university adult theater programs go, Wisconsin Idea Theater is a fairly large organization. It has a director, two assistant directors, two teaching assistants and a clerical staff. During periods of "plenty," as during the years from 1951 to 1956, when it was the recipient of a Rockefeller grant for research in the arts, its staff was even larger.

The Wisconsin Idea Theater conducts a field program for Wisconsin that provides a full range of training for community theater groups. It offers courses in directing, acting, technical stage problems (e.g., lighting) and other such standard training courses. In addition, it provides many supportive services including publication of plays, essays, a newsletter, and a quarterly, the Wisconsin Stage Quarterly; production of plays for state tours through the Bureau of Lectures and Concerts; encouragement and support of local playwrights. It was the prime mover in the organization of the Regional Writers' Association which carries on an ambitious program of developing local creative writing talent.

A review of the various phases through which the Idea Theater has passed might begin with the research projects undertaken at the beginning of the program just after World War II. In this aspect of the program, an effort was made to identify materials relevant to the region —its history, legends, anecdotes, music, and songs. One result of this phase of activity was a radio series; another, a pamphlet that is still used in the state's public schools.

With the introduction of emphasis on regional writing, more of the results of this kind of research were incorporated into dramatic use. Staff members wrote on the principles of playwriting, particularly with reference to Wisconsin themes. Writers were encouraged to write plays and to use local materials for their texts. During the first four years of the project, some 750 original scripts were submitted in the competitions that were held, or to the "New Plays Theater" for possible experimental production. Most of these were short plays, many suitable, and actually used, for broadcasts; but some were full-length plays which the "New Plays Theater" was able to produce.

The kind of assistance requested by community theater has changed over the years. During the first few years, great emphasis was put upon developing regional and local plays; now more often requests for assistance from community groups tend to be largely in production areas—

that is, for help in "putting on a show."[9]

The Wisconsin Idea Theater is committed to a basic philosophy of community development. It sees its job as one of nurturing the small and often feeble community efforts in drama rather than imposing on the community a form of art or taste from without. It bases its operation on the assumption that community drama must be indigenous and must draw its sustenance from local experience. It therefore supports the regional philosophy of art and attempts to accelerate already existing forms of community drama, from work in the secondary schools or 4-H Clubs to full-blown, commercially successful metropolitan community theaters.

Out of the experience with the Wisconsin Idea Theater program, and especially with the activity known as the "Wisconsin Idea Theater Conference," which was used to keep theater groups in various parts of the state in contact, has grown the National Community Theater Center which has as its goal the training of directors and leaders for high-level community-theater operation. Because it foresees the professionalization of a considerable segment of American community theater personnel, the Center proposes to try to prepare the way for the most rational development along that line. The American Educational Theater Association has endorsed the Center and established it as a base from which to work for the development of a community theater division of AETA.[10]

The Playmakers: University of North Carolina

Although a number of dramatic activities in North Carolina are under the aegis of the extension division of the University of North Carolina at Chapel Hill—the active Carolina Dramatic Association, for instance—at least technically, the state-wide program of the famed Carolina Playmakers is under the control of the Department of Dramatic Art of the University. But the stage of the Playmakers covers the state. It is as much of an extension of the University as is possible, for its activities are designed to attract the attention and the participation of the people of the state off the campus as well as on.

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[9] Ronald C. Gee, "The Role of the University of Wisconsin in the Development of State-Wide Cultural Arts," (a preliminary draft prepared in association with a committee. Dittoed. No dates shown. In files of Wisconsin Idea Theater). Much of the description of the methods and programs of the theater is taken from this report.

[10] Robert E. Gard, "The Level at Grass Roots Should be High" in Theatre Arts, August 1959, p. 19.

Of particular importance has been the development of outdoor drama production during summers—what Paul Green calls "symphonic drama" because it makes use of many arts and media. These dramas are frequently written by university personnel, acted by them, produced and directed by them.

When the Bureau of Community Drama of the University's extension division, which provides a great deal of collateral help to play-making groups throughout the state, totalled some statistics on the importance of the outdoor historical dramas, it was noted that the plays provided employment and experience to about 1,500 selected actors, singers, dancers, and technicians. Audiences have totalled more than 3,000,000 people over the years. The surveys also indicated (and this should be of interest to local powers) that the plays produced summertime business in the areas amounting to more than $30,000,000.

Among the artists who have supported and worked with the Carolina Playmakers and the Department of Dramatic Art at the University of North Carolina are many whose names are nationally familiar—Paul Green, Betty Smith, Thomas Wolfe, among others. New scripts, 2,900 of them, have been written, and what is more important, over 700 of them have been produced on the Playmaker's stage and many elsewhere.[11]

The Carolina Playmakers have served the purpose of both a dramatic laboratory and a community theater. Membership is open not only to students but also to townspeople of Chapel Hill and of neighboring communities. Roles are assigned by open competition.

An observer of the Playmakers' work has written:

> Forty years ago an idea began; now its impact has been felt far beyond the confines of the state. In Chapel Hill the writing and producing of plays goes on. Students continue to go out—some to teach, some to direct community theaters, and some to win places in the professional world. In addition to their regular productions, their training program and services, the Playmakers bring in outstanding professional companies and distinguished lecturers to enrich further the cultural life of the university community.[12]

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11. Anonymous, Forty Years, The Carolina Playmakers, 1918-1958 (Chapel Hill, N. C.: University of North Carolina, 1958), pp. unnumbered.

12. Ibid.

Producing and Performing

Play Production Festival: Iowa State University

Designed to appeal to community theater membership in the Iowa region, the Play Production Festival of the State University of Iowa includes workshop sessions, reading and analysis of theater literature, and critical sections on playwriting. It involves directors of secondary school theater, adult community theater leaders, and persons planning to organize dramatic programs in as yet unorganized areas of the state. Highly competent critic-judges are engaged throughout the festival to assist participants who, as one activity, stage scenes from various plays under laboratory conditions. Fine stage equipment and costume and makeup facilities are provided. Not least valuable among the benefits of the festival is the opportunity it provides for those in community theater to meet and, in effect, to work with other theater groups throughout the state.

Another feature of this program is the Community Theater Workshop at Lakeside Laboratory. This workshop usually includes about thirty persons. It is primarily a training ground for developing leadership skills in theater organization and operation. Informality is the rule. Outdoor facilities are used in conjunction with discussion, demonstration, application of technical skills, study of rehearsal and performance problems. The entire program is a cooperative effort of the University Extension Division, the College of Education, the School of Fine Arts, and the Department of Speech and Dramatic Art.

A Special Course: Hunter College

Not really a prototype, but another example of the rich possibilities for imaginative programming open to art educators in metropolitan centers, is the course in Theatrical Mime and Movement at Hunter College in New York. It is the kind of course that depends entirely on having a particular kind of artist available. The course of fifteen sessions provides study of mime, including an historical overview of the art of mime, as well as an understanding of its role in modern drama.

> The course is not one in improvisation, nor does it attempt to give instruction in free expression; it is a course in traditional gesture in period productions. Authentic and classic, it is intended to provide a complete vocabulary of gesture and movement which will enable the student to create physical movement on the stage in the Italian, French, and English styles.

The course also includes a thorough analysis of period music in relation to mime: for example, the Commedia Dell'Arte and Romantic Operatic Style, 19th Century Theater de Funambules and Pantomine, the Kabuki theaters and the Chinese and Balinese dance and theater. Study of each is related to actual problems of direction and performance that the trainee may confront.

Radio Workshop: Queens College

Queens College offers a Radio Workshop that is designed to acquaint students with the rudiments of acting, announcing, directing, and producing. The major aspects of each radio theater problem are studied intensively with laboratory experience in each problem playing an important role. It is a "task-oriented" educational experience. The workshop equips students to tackle the more advanced and detailed professional work that is basic to good radio theater.

Television Courses: New York University

The New York University College of General Education has a massive educational program in television and radio. A mere list of course titles is impressive.

Techniques of Television
Television Script Writing
Advanced Television Script Writing
Writing Commercials for Radio and Television
Radio and Television Advertising: Planning the Campaign
Workshop in Tape Recording and Editing
The Television Program: Methods and Techniques
Television Direction
Television Studio Operation
Basic Dramatic Direction
Acting for Stage and Television I—Interpretation
Acting for Stage and Television II—Rehearsal
Play Performance
Announcing for Radio and Television
Television Workshop

While we do not describe any of these courses in detail, we note, as an important factor, that they are all professionally oriented. Students who take this kind of intensive training are generally career-minded.

Appreciation and Understanding

Seminar: Queens College

The Queens College Seminar series, "Living Theater", is an interesting new development in adult theater arts education. It is offered as part of the college's program of group discussion in many areas, including series in the sciences, the arts, and the humanities. The total program is based on the following rationale:

> These seminars are intended to appeal to the literate adult wishing to work with others in expanding his range of understanding of the dynamics of contemporary culture and civilization. Students will participate actively in the specific delineation of the problems to be studied within the general area of which they register, and work with the instructors in the planning of course activities.

The seminar on theater deals with questions like these:

- How is a production planned and put together?
- How does an actor prepare his role?
- What is the designer's importance to a production?
- How does television differ from theater?
- What major trends or styles characterize the living theater today?
- Why is the director so vital to modern theater?
- What makes a good play?
- How does the theater reflect society?

If adults who participate get even partial answers to these questions, they have gone a long way toward understanding, at least in lay terms, the dynamics of theater. No small undertaking, this seminar is one of the bright new developments in the field.

Shakespeare Seminar: McMaster University

In 1960, the English Departments of Canadian universities through the Department of University Extension of McMaster University presented the first Stratford Seminar on Shakespeare. The week-long seminar was centered in the Festival Theater in Stratford, Ontario. Participants attended plays presented in the Festival Theater, heard lectures by distinguished persons in the theater world, and took part in discussion of the dramas viewed.

Study was based on the plays presented by the Festival Theater. Thus the connection with the living theater was close, and it was possible, in touring the theater, attending plays, and talking with directors, critics, and actors, for participants to develop a deep understanding of the challenge and technique of presenting Shakespeare to a modern audience.

The Seminar staff included an English Literature Professor from the University of London, the Assistant Director of the Shakespeare Institute of Stratford on Avon in 1954-59; a playwright, novelist and critic; and a distinguished director of contemporary drama.

The Shakespeare Seminar will be offered again in the Summer of 1961.

Supportive Services

Lecture-Concert: University of California, Berkeley

The University of California at Berkeley conducts what is probably one of the most active and ambitious programs of lecture-concerts in the arts in university extension. Their lecture-concert series offered in theater are numerous and have many unusual features. Included in one series presented in the spring of 1959 on the campus at Berkeley were: 1) A four-act comedy by Gerhart Hauptmann, Biberpelz, performed in German by the German-American club of San Francisco; 2) Carlo Mazzone, mime partner to Marcel Marceau, recreating characters of the Commedia Dell'Arte; 3) Emlyn Williams, actor-playwright-director, presenting "A Boy Growing Up," a program based on the stories of Dylan Thomas.

Professional Theater through Extension: University of California, Los Angeles

The Theatre Group, a joint venture by University Extension of UCLA and the theatrical profession, presents outstanding classical and contemporary drama to the general public. All productions are professionally produced, directed, and acted. Tickets are offered to the public through the extension division, and the plays are presented in campus theaters. The Board of Directors of the Theatre Group is composed of representatives of university extension and members of the theatrical, motion picture, and television profession.

For its first program, the Theatre Group presented such unusual dramatic fare as: Dylan Thomas' Under Milkwood; Mikos Kazantzakis' Sodom and Gomorrah; and Bertolt Brecht's Mother Courage. Subsequent programs have offered Murder in the Cathedral; Six Characters in

Search of an Author; U.S.A.

All programs have been so well received by the public that tickets, even for the first program, were sold out before the plays opened. In addition to programs during the regular theater season, the Theatre Group conducts also a Summer Season.

Manuscript Criticism: University of British Columbia

In association with the Department of English and Theater, the extension department of the University of British Columbia offers a manuscript criticism service to writers of fiction, poetry, and drama. A young playwright may submit a work in progress for professional consultation. Experimental production is provided for plays that merit it. Each year a bill is arranged which includes several one-act plays or one three-act play.

Drama Loan Service: University of Tennessee

The University of Tennessee's Division of University Extension maintains a loan collection of about five thousand plays, in addition to play materials and books on direction and production. This is one of the largest such services in the country. The Drama Loan Service, as it is called, is designed to provide amateur theater groups in the state with help in choosing plays and other theater materials without great expense. Information on royalty fees and sources of publication are included with the plays that are loaned out. A group may borrow as many as eight plays at a time for a period of three weeks. With this kind of help, play reading groups and stage organizations can locate the plays best suited to their particular needs.

In connection with the Drama Loan Service, the Extension Library also provides package collections of reading materials on various aspects of theater including books on the history of Broadway, the little theater movements, and college, school, church and community group efforts in drama. Biographical information on playwrights, actors, and actresses is also available, as are special booklets prepared on such subjects as "How They Were Staged," which discusses some of the plays included among the loan service collection.

Drama loan service helps community theater in several ways. By providing guidance in the selection of plays that fit the casting potential, it helps community groups to avoid a common pitfall—the attempt to produce plays for which their casts are unsuited. Since community groups often have considerable variation in skill and flexibility of cast, it is vital that they fit their selections to the characteristics of their actors as well as directors.

Another problem that the loan service helps to overcome is the almost slavish devotion of community theater leaders to "hit" plays that are currently in the news. When community theater groups become more fully aware of the magnificent resources of classic and modern drama, they tend, in some cases at any rate, to develop a more discriminating outlook on the "hit shows" that come out of New York.

Several other universities also maintain drama loan services. The University of Minnesota Extension, for instance, has a play manuscript service that cooperates with the state's young people's clubs, and the churches and community theaters who want help in locating good plays.

Touring Collegiate Theater: University of Minnesota

At the University of Minnesota, it is an accepted regular responsibility of the extension division to conduct a touring theater on a statewide basis. To avoid the hit-or-miss nature of some college touring theaters, within the department of concerts and lectures at the University of Minnesota, among its bureaus, there is the "touring theater bureau" which offers live theater to communities in the region "at a near professional level of excellence," according to the prospectus. The department of concerts and lectures works in cooperation with the University of Minnesota theater.

An interesting development in touring collegiate theater is that touring companies now sometimes go beyond their own community, state, or region. Arrangements for such extended tours are made through the Federal Department of State or Defense. Some companies even get to foreign countries. For example, during the summer of 1959, a troupe from Catholic University of America made a tour of South American universities with The Song of Bernadette. This tour followed one the previous year by a company from the University of Minnesota theater. Both tours proved so successful that it is now the intention to send an American collegiate troupe each year to South America.

Dance

The art of the dance has not so far been a significant feature of university adult education. Looking at the matter on a nation-wide basis, the area has been virtually ignored. Even if adult educators were so minded, however, it would be unrealistic to expect that performing courses in this art would have much appeal to adults. Most adults would be quite incapable of the physical exertion and discipline required of dancers of classical ballet or modern creative dance. (Ballroom and folk dancing, of course, are more adaptable, and some work in this area is carried on.) Thus, for the most part, whatever is done in adult education on the art of the dance is for the purpose of educating an audience.

But even in this area, the dance appears in extension programming largely through the medium of the lecture and concert bureau. The Universities of California, Washington, Wisconsin, and Minnesota, to name only a few of the institutions with sizable lecture and concert systems, program the dance as an important feature of their presentations. Some university extension divisions also include the dance among their film series. Only rarely do we find any more ambitious forms of dance education—such as, for example, a dancer-in-residence at a summer program.

Outside the strict confines of university extension, however, the dance figures rather more importantly. There are at least five modern dance schools in university departments that have very substantial reputations for dancing and creative experimentations. Occasionally, in these institutions, the extension department works along with the regular department in support of these programs.

While there are no real prototypes to present in this area, we mention briefly several activities that reflect what is being done.

Extension Support of the Dance: University of Utah

The University of Utah has a distinguished dance organization called the University Theater Ballet, with a long-range program of development. Over the years, the ballet organization has steadily built a national reputation. Its public performances now include both classic works such as "Swan Lake," and experimental works such as its 1955 production of a "Bach Concerto," described as "contemporary ballet in classic technique."

A significant feature of the Utah development of ballet is the active help it gets from university extension. The Extension Division helps locate promising talent in the state (the school now draws student dancers from all parts of the country), and it provides, more importantly, the kind of inter-art backing, across departmental lines within the University, that adds materially to the support given the dance by the total University.

Films on Dance

Because of the increasing interest in dance art, both in classical ballet and in the contemporary forms, a number of institutions offer for viewing special films on the dance. Many such films, professionally produced, are available to institutions who wish to distribute them. In general, those institutions which offer film series at all, tend to include films on the dance within these series.

Artist-in-Residence: University of British Columbia

The extension department of the University of British Columbia, at its summer session in its Summer School of the Arts, obtained for the School the services of a contemporary American dancer, a former member of the Martha Graham Company, to teach four courses in dancing. In addition, she presented a series of recital-demonstrations at the Summer School.

Folk Dance Festival: University of Florida

The University of Florida conducts an annual dance short course—providing instruction appropriate to the various levels of competence of registrants—as a feature of its summer campus activities offered by the general extension division. Square dance teachers and callers, round and folk dance instructors, physical education instructors, public school teachers, recreation leaders, and others who find the folk dances of the country interesting and enjoyable are reported among the registrants.

Films

While many institutions use motion pictures as educational adjuncts to their programs in other areas, even, as we indicated in our section on the visual arts, to the extent of producing their own films, very little is done in adult education programs directly with the study of films as art. For the most part university extension programs limit their involvement in this area to the simple showing of films (classics, foreign, documentaries) and the maintenance of rich film library services which lend outstanding films to community film study groups, schools, and associations.

A few university extension divisions go further and offer study programs and guides for discussion in connection with the viewing of a film series. We present three such as the prototypes for this medium. We have no prototypes to present in producing or performing, because the programs that do exist to train writers, producers, and performers are offered by universities in the regular school departments; so far university extension has not become engaged to any noticeable extent in this kind of activity.

Guides for Film Study: University of Wisconsin

A major feature of the University of Wisconsin's extension division is the film study program sponsored by its Bureau of Audio-Visual Instruction in Madison. This film study is predicated on the conviction that twentieth century motion pictures are a vital art form whose impact on our lives can scarcely be exaggerated. Given this conviction, the Wisconsin rationale for film study goes on to say:

> The intelligent movie-goer, honestly searching for good criticisms, is often lost in a maze. What avenue of hope is there for him? The ultimate solution, of course, lies in a widespread system of motion picture educational programs, on various intellectual levels, for molding of the public, the critic, and the professional alike. Only by creating a finer understanding of the full artistic potentialities of films; only by enhancing public standards of critical tastes to a point where they promote box office force, will the audiences be satisfied by better film productions.

In line with this, the Bureau of Audio-Visual Instruction study guide for film study groups has four specific functions:

- It provides information on how to form film study groups and classes.
- It presents detailed information on feature length films.
- It lists appropriate films for extended study series.
- It provides valuable resource and reference materials on film and film study.

Film Festival: Portland Extension Center

The Portland Extension Center of the Oregon State System of Higher Education offers a "Window on the World" series of films for adult study that has a basic rationale much like that of the Wisconsin film study program. Its Film Consultant states the matter this way:

> To people raised on a steady diet of theatrical, commercial films it may come as a surprise to learn that there exists in the field of film a tradition older than fictional story-telling. Yet it is true that the very origins of film lie in a strictly factual, a documentary approach to subject matter . . . these films are eminently entertaining, exciting to the eye and ear, but they are more than that: they do not, like most theatrical films, offer a means of escape from reality, but in meeting the world head-on, they provide us with liberating insights into the lives of the great variety of peoples with whom we share this earth.

Included in this free film service to the community are ten outstanding films, including such titles as "The Music and the Sound," "The World of Dance" and "Those People Called Artists." Presented as a "Film Festival," they are circulated through four cities of the state and serve a very large number of state residents.

Film Seminar: University of California

In August 1959, on the Santa Barbara Campus, the University of California Extension Department sponsored the fifth annual Robert Flaherty Film Seminar. In accordance with the statement in the announcememt brochure, the purpose of this seminar was to understand "the power of the camera to enlarge for man a vision and understanding of his environing world." Inaugurated in Battleboro, Vermont five years ago, the Seminar, according to its sponsors, has yearly grown in stature and significance among serious students of the cinema. We quote from the brochure:

> The program of the Seminar is an exploration of potentialities of film-making and film-usage on the interpenetrating frontiers of art and science, of fact and poetry. Increasingly, too, the Seminar is taking note of the potentialities in the new medium of television.
>
> The method of the Seminar is adapted to achieve maximum results in terms of time and purpose. The core of the program consists of three major open-sessions each day, plus small related discussion-meetings on such specialized topics as the kinds of subject matter best suited to filming, staging vs. life-caught-unawares; the handling of non-actions; the question of 'non-preconception'; the difference between theatrical and cine-dramatic approaches to subject matter; the process of editing, sound, narrative, dialogue, and music; the sponsorship and economics of film; educational film and television.

While this seems an ambitious agenda, the Seminar has a full week to concern itself with these questions. This program demonstrates the many possible forms of film art study in which adults might engage with profit for both the art and the individual.

Radio and TV

In the section on theater education, we described the training courses for producers and writers in the areas of radio and TV theater. Beyond these professionally-oriented training programs, there is little to report in this area. There is much concern and talk about the "poor quality" of TV fare, but very little attention is given in any organized form to study of the medium for purposes of critical understanding. At one time there were listening study clubs, like the film study groups, that tried to understand radio as a medium, but so far as we know no similar programs in critical analysis of TV have as yet been developed. There are probably plans for these on the drawing boards of some schools (note the inclusion in the Robert Flaherty Film Seminar of the item, "taking note of the potentialities in the new medium of television"), but so far we have no prototypes to present in this area.

Integrated Programs

Some universities have experimented with art education programs that integrate several of the arts in one unified series of activities. In one such form the different media continue to be handled separately in sections, but a participant is offered through one program courses in several media which he may take simultaneously or at appropriate intervals. Thus, the Fine Arts Program at University College in Chicago is organized to provide opportunities for participants to engage in the study of visual art, music, and literature. The faculty are in touch with each other, and plan together to provide a coordinated experience, but students register for courses in each art form separately. In another form of integration, the several art forms are commingled in one experience. Thus, at the Syracuse "Weekend With the Arts" one session is on "The Organization of a Work of Art," which brings together examples from painting, poetry, sculpture, graphics, literature, architecture, and music. Most integrated programs, needless to say, tend to combine both forms—offering separate experiences at one point and joined experiences at another.

An Experiment in Integrated Arts: University of Chicago

This program is boldly experimental. Begun under a two-year grant from the Fund for Adult Education, it has been an exciting illustration of a coordinated approach to art education. It offers participants a series of experiences at arts performances, special events, and in the classroom, using living art in the community as its major resource.

According to its administrators, the objective of the Fine Arts Program has been this:

> . . . to provide mature people with intense and deep esthetic experience—not simply to increase appreciation or provide factual knowledge, but to develop in the individual critical and analytical powers, based upon knowledge of theory, history and tradition, and upon breadth of artistic experience, powers which may be used as instruments for understanding the arts more thoroughly.

The program is co-sponsored by the University of Chicago, the Art Institute of Chicago, the Lyric Opera, the Chicago Symphony Society, and (in 1960) also the Chamber Music Concert Series of the Fine Arts String Quartet.

The program utilizes the facilities of the co-sponsoring institutions and makes every attempt to take advantage of the city's artistic offerings. Courses are offered at introductory and at more advanced levels, and may be arranged in a variety of ways. A person relatively unfamiliar with the arts, may choose "Introduction to Music" in one quarter, "Introduction to Literature," in the next, and "Introduction to Art," in the third. Or he may stick with one form, following the introductory course with courses at the intermediate and advanced levels. Classes are offered in the daytime and in the evening; for credit or non-credit; for beginners and advanced students.

In October 1960, the Fine Arts Program began its fourth year, and it looks as if it will continue to operate successfully for many years to come.

Weekend With the Arts: Syracuse University

Intensity and depth of educational experience by bringing the arts together was attempted through another kind of experimental program conducted by Syracuse University. The basic idea was to "submerge" students in art experiences for the full duration of a residential.

A group of students was taken to the Sagamore Conference Center at Raquette Lake, New York, which is set within 1,500 acres of forestland. Thus removed from the press and strain of ordinary living, the adult students were involved in a "Weekend With the Arts." Armed with several books that were also covered by the tuition (e.g., "Looking at Pictures" and "New Poets of England and America"), participants, during a weekend, worked through a series of sessions on the arts, using discussion and directed reading as the primary methods of study. Because painting and poetry were judged particularly adaptable to discussion and comment, the program was built largely around these two art forms. Topics studied included:

Background of 20th Century Poetry
Influence of 19th Century on Contemporary Painting
Contemporary American Poetry
Contemporary Painting
The Organization of a Work of Art—with examples from painting, poetry, sculpture, graphics, short story, architecture, and music.
Works of Art Communicate Ideas
Works of Art and Their Relation to Nature and Real Life
You As a Critic of Works of Art

From the study and discussion some answers to questions such as these were explored:

What is the relation of the artist to his time?
Does this relation vary from art form to art form?
How much freedom and how much responsibility must the artist have?
Is it important that a subject in an art form be recognizable?

The Syracuse effort is notable because of its attempt to integrate the arts in an intensive residential program. It is something new in arts residentials.

Detroit Adventure: Wayne State University

Launched in 1959, the Detroit Adventure Series is an attempt to make clear to Detroiters just what opportunities exist for cultural experience. The Detroit Institute of Art, the Detroit Public Library, and Wayne State University pool staff talents and resources in a long-range series of experimental programs. Among these is "Conversations in the Arts," the first program of the Detroit Adventure. Other areas of interest—science, politics, etc.,—will be featured at other times.

The "Conversations" are conducted in groups which meet once a week for six weeks, in their own communities, to discuss topics in one of five arts areas: visual arts, drama, literature, the mass media, music. At a seventh meeting, participants from all the areas meet in a central location to discuss the relationships among the arts. In 1959, the participants were also invited to attend the McGregor Conference on Wayne's campus, which dealt with the theme, "Partners in Creativity —The City and the University."

The stated purpose of this program is to develop sharpened appreciation of the arts by considering them against a background of related developments in modern life. It is an exciting plan that has received much favorable attention.

Chapter III

UNFINISHED BUSINESS

No one who studies university adult art education activities today can fail to be impressed by the many imaginative and effective programs that have been developed. Across the country programs have grown not only in size but also in scope, bringing art experiences to an ever-increasing number and variety of persons. These programs demonstrate that, in spite of many obvious handicaps, art education has begun to lay down significant roots. It is not, therefore, with any intent to underevaluate the real advances in the field that we devote this final chapter to pointing out some gaps revealed by an examination of the data. These gaps are of two kinds. First are the blank spots in programming itself, the things that might but still do not appear in a significant number of university catalogues. Second is the seeming absence of consistency and direction in the way things are done when the field is viewed as a whole.

Gaps in Programming

An analysis of the programs described in this report, taken as a totality, reveals some omissions in programming that pose questions worth considering.

1. Are we failing to provide adequately for appropriate study in each of the art forms?

In the body of the report, we pointed out some obvious omissions—the dance, for instance, which is practically ignored; adult theater arts education, which, except in a very few places, is given only very slight attention; performing courses in music, which fall far behind the level of programming in appreciation; spectator education in the visual arts, which still gets much less emphasis than training in production skills; and so on. There is no need to go into these again now except to say that while in each case reasons can be found to explain the lag, whether these have to be as limiting as they are is a matter worth further exploration.

The existence of so few university programs for study of the mass media—especially TV, radio, and film,—has provoked considerable comment and may be worth another look. Peter E. Siegle makes the point that when the university ignores these media it fails in a basic area of responsibility. In an extended article calling for university attention to the study of TV and radio, he says:

> If the colleges and universities accept responsibility for producing critics and analysts of the culture, then they must somehow build the cultural experiences of the present day into their programs of general education. . . . Gilbert Seldes has pointed out that one of the tragedies of the current age has been the tendency of the intellectual to shy away from each new medium that comes into being in this era of mass entertainment. . . . Just as we have taught generations of college students to read intelligently, we can teach new generations to listen and view intelligently, but only if we take seriously the media at our disposal. As long as TV and radio exist, the university has the obligation to be a consistent lobbyist for better programming, and by including them as a subject for critical study, the university can help develop more intelligent producers and consumers of radio and TV.[1]

What Siegle says about TV and radio applies also to films. Although somewhat more attention has been paid to the art of the movies, there is still very little programming that deals directly with critical study of the movies as theater—a different artistic medium from the stage, one for which a leading dramatist can write a script which he conceives of as being not only technically different from his stage plays but artistically different as well.

2. Are we failing to make the fullest possible use of the university's own peculiar resources for the enrichment of art programs?

There are very few instances observable of a university adult department's drawing into art education programs experts from other disciplines to round out an educational experience. To reinforce training given on writing technique in a writer's workshop, for instance, a program might add a sociologist to the faculty to provide study of, say, the sociological setting of the modern writer; or it might involve experts from the other arts to discuss the vital interconnections of the other arts and writing. Such added learning experiences could well serve to enlarge the viewpoint and expand the resources of students.

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[1] Peter E. Siegle, "Kitsch and U", Food for Thought, December 1959, Vol. 20, No. 3, reprinted by the Center for the Study of Liberal Education for Adults.

The whole area of integrated programming, particularly possible in a university because there the arts a taught side by side as they are almost nowhere else, deserves much more attention than it is now getting. While some promising beginnings have been made in this direction, how to relate the arts at the level of integration is still not clear. What are the basic elements that are common to all the arts? How can these be used as a foundation on which to develop an integrated program? A searching attack on such questions goes on; answers may prove important to the growing field.

3. Are we neglecting the rich potential for educational effectiveness in promoting cooperative ventures with the other community agencies engaged in adult art activities?

In principle, most people accept the idea of division of responsibility in adult art education among the various agencies engaged in it. Yet, while some evidence of cooperative program planning between the university and the other local agencies exists, on the whole, these instances are rare and scattered. For the most part, activities are still carried on unilaterally. Indeed, even within the university, frequently adult art activities offered by extension are operated independently of the university's own residence art departments. It has been said that this lag is a function of our tendency as a society to be competitive, to be reluctant to use the resources of others, believing it necessary always to create our own. However that may be, it is just as likely that a large part of the reason is simply not knowing about the potential partners, an obstacle that may more readily yield to efforts to overcome it.

4. Has the emphasis on reaching a wide audience distracted us from the need to reach also those who can become specialists?

While problems attendant upon offering service in breadth have been enthusiastically tackled and often brilliantly solved, not as much attention has been given to finding ways to provide also educational experiences in depth. There are only a few examples of attempts to develop a progressively complex series of activities, or of programs organized to reach the same person over a period of time, or of courses which boldly announce prerequisites for admission whether for credit or not. If the universities do not keep their eye on the needs of the advanced student, and the need to bring as many beginners as possible beyond the point of mere interest, there is no other agency that is likely to do so.

The Need for Direction

When observers are being sharply critical they say that the field, looked at as a whole, seems to be operating without any recognizable direction. The collection of programs seems more like a potpourri of improvisations than like an organized field of study. However much one may disagree with this harsh characterization, the need to elaborate the general or common principles to guide this area is recognized by most persons concerned with the field. Perhaps it is too early in the history of university adult art education to expect to find consistent patterns and directions for development. In spite of the quantitative growth and diversification of programs, art education is still very much in the process of evolution, its programs are still largely experimental in nature. There are many commentators who feel, however, as someone once so neatly expressed it, that the time is long past due for some experimental thinking to go along with the experimental action.

There are at least two recognized starting-points for any enquiry into guiding principles for an area of study—the nature of the subject itself, and the nature of the institution that teaches it. A critical examination of these sources, it is suggested, may yield guide-lines that could win common acceptance.

The Subject: Art

Art educators are the inheritors of centuries-long controversies concerning the principles and theories that underpin art education. There is no dearth, therefore, of creeds and philosophies concerning any aspect of the subject—the ends of such education, what it should be about, how it should be communicated. This is not the place to go into an elaboration of the many divergent points of view that exist on all of these aspects of art education theory. We want only to point out that, because the subject has such a long history of debate behind it which has left us a legacy of authority and prejudgments, it becomes especially important to submit philosophical commitments to critical analysis in the light of their current application to the special needs of adult art education.

Very little such critical discussion of the theory and principles that underlie art education for adults has been published. Program planners have not had sufficient opportunity to analyze the philosophic premises that are implicit in any of the activities they sponsor. Among widely accepted values, therefore, are some that compete with each other, and others that contradict each other. In this state of ambiguity and, often, vagueness at the philosophic level, principles sometimes become more useful as rationalizations for actions expediently chosen than as guides for what ought to be done.

There is a need today, in the words of one commentator, to create a climate of discussion so that contradictory tenets can be examined, and terms may be shared and understood, and a minimum core of consensus sought. It is doubtful that basic philosophies about the nature and purpose of art education will be fully reconciled; indeed it is not entirely certain that it is necessary to do so. What does seem important is that we become critically aware of the principles that are operating, and that we interpret them clearly for their implications for programming for adults—for establishing the hard objectives of programs, for shaping the content of a curriculum, for determining patterns of instruction.

The Institution: The University

What role can the universities be expected to play in this enterprise of providing art education for adults? A second starting-point for an inquiry into scope and boundaries for the field is an examination of the extent and limits of responsibility that falls on the university as a certain kind of institution among many institutions that promulgate the arts.

It has been said, and by persons not unfriendly to art, that the university is not the institution for this job at all. There are other agencies in the society whose primary purpose it is to promulgate the arts, and these possess the all-important art objects and the specialists needed for this purpose. Such a fine program as the Metropolitan Museum's "Seminars in the Home" testifies to the high-level job these agencies can do. In assuming responsibility for adult art education, therefore, the universities may be merely taking on something that can be done, and more properly done, by other institutions. If this view seems extreme, one need only look at the half-hearted support given to adult art education in most universities to realize that there is no great conviction on this matter among important groups within the universities. Two facts that attest to this come readily to mind. One is that although many devoted art educators can be found on campuses all around the country, the general pattern still is for direction of art activities to be assigned as a sort of side line to administrators already busy with other duties; and the other is that financial support is very hard to come by, few universities being willing to invest adequately in art programs which they view as expensive and risky.

A demarcation of university function, based on a careful exploration of the university's special nature, resources, and competencies, may help to win over the uncommitted. It will also, and this is our purpose in raising the subject here, produce some valuable guide-lines for program planners and others concerned with art education. To indicate how inquiry on this subject has proceeded, here are three kinds of things that universities are said to be able to do in art education that no other institution can now do or, at least, do as well.

1. The university can be a special kind of "teacher"—for many reasons. First, because of the kind of institution that it is, the university can offer programs at specialized levels without violating the democratic principle. Unlike other agencies, it does not have to be a mass educator. Second, only in a university setting are the arts brought together, so that it is possible to call on the different media, across department lines, for help in understanding art. Third, only the university, with the academic and intellectual resources it alone possesses, can put the aspiring art student in touch with the scholar and expert in other disciplines to study in tangential areas for the enrichment of art education. And, finally, with its combination of resources and competence, and its generally accepted position in the society, the university is in a peculiarly favorable position to train and to launch leaders for the field as a whole.

2. The university can be a patron of the arts. American universities, with their traditions of individualism and their emphasis, both in principle and practice, on autonomy, can offer support without the controls and limitations, the crushing stress on orthodoxy and standardized patterns, that often accompanies government or foundation grants. And universities have already demonstrated that they can fulfill this role to nurture the arts as they nurture scholarship. The university theater is one example of this, as John Gassner indicates when he calls the educational theater the "seed bed" of dramatic art in this

country.[2] Many plays later produced professionally—"JB," for instance—took shape in the university and got their first tryouts in dramatic workshops. In the area of literature, John Ciardi points out: "For better or worse, and with only the Beat Degeneration excepted, the younger and now-no-longer-so young poets have become almost totally absorbed into the universities, which have largely taken over the role of patron, putting the poet on the payroll, subsidizing most of the literary quarterlies in which poets do their publishing, and providing most of what audience there is for such quarterlies.[3] Some patronage for painting, sculpture, and the other visual arts has also been undertaken. We have already mentioned the employment of artists-in-residence not only to teach others but also to give them the opportunity to work at their art.

Artists-in-residence are probably the only form of patronage as yet practiced directly by the adult departments, but the university as patron can be of great importance to adult art education. Such patronage, in addition to providing needed support to the arts, would mean that colleges and universities, by bringing artists to their campuses and by encouraging talent in their own regions, can begin to develop grass roots arts centers where adults can develop their talents, where they can get to know artists, and where they can study in an atmosphere where great art is not only cherished but also produced.

3. The university can help with much-needed research. So far, social scientists have evidenced only a casual interest in the arts as a subject for investigation. From a position in a university, adult art educators can spur scholars and scientists to help find answers to some of their important questions, as, for example: What is the nature of creativity? Is doing the way to understand the arts? Do fixed habits and patterns of perception present a special problem for adults as art students? There are many more such questions. No other agency has the same rich resources for accomplishing this necessary program.

By probing and debating points such as these, the proper and necessary extent of university responsibility may be identified. Such a definition will add direction and assurance to the growing field.

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[2] John Gassner, "Drama's Seed Bed," New York Times, 26 July 1959.

[3] John Ciardi, "The University: Patron of Poets," Saturday Review of Literature, 20 June 1959, p. 19.

The future of art education as far as adults are concerned is still not easy to forecast. Much that is good has been accomplished, but much still remains to be done before its significance can be assured. It has been the point of this last section that developments in the field will be spurred if some overlooked areas are attended to. We have indicated areas of inquiry that might be undertaken. There are many others.

There can be no doubt about the rising concern for art in this country today; the controversy concerning its significance increases rather than diminishes the concern. In this mood, it is to be expected that much more thought and study will be undertaken in this field, both by arts specialists themselves and by scholars and scientists from other disciplines.

In the meantime, the programs in art education now in existence, give evidence of the possibilities in art education. In this report, we have described only a few of the many that exist; these have no doubt gone on evolving since this survey was conducted into newer and more effective forms. We have dwelled somewhat on the limitations, but we have been clear about pointing out that these do not deny that the universities, through their extension divisions and evening colleges, are offering to adults a splendid service much needed in a country becoming aware of its potentialities for beauty, grace, and meaning in living.

THE AUDIENCE FOR LIBERAL ADULT EDUCATION

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CENTER *for the* STUDY OF LIBERAL EDUCATION FOR ADULTS

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THE CENTER *for the* **STUDY OF LIBERAL EDUCATION FOR ADULTS** was established in 1951 by a grant from the Fund for Adult Education to work with universities seeking to initiate or improve programs of liberal education for adults. The purpose of the Center is "to help American higher education develop greater effectiveness and a deeper sense of responsibility for the liberal education of adults." Communications may be addressed to the Director, 4819 Greenwood Avenue, Chicago 15, Illinois.

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PREFACE

Many administrators are concerned about the need for liberal education for adults. They are eager to offer programs, but ask: where will we find adults prepared to devote time and money to serious study of this nature?

There have been several institutional studies of the audiences for liberal education. In this report Alan B. Knox has summarized and analyzed these studies: first, to produce a composite picture of the individuals who have participated in liberal education programs; and second, to suggest implications for promotion and program development. We commend the study as a helpful and suggestive introduction to an important problem.

Dr. Knox is an active and thoughtful adult educator with a number of years of experience in university adult education, both as an administrator at Syracuse University and currently, as head of adult education research at the Nebraska Center for Continuing Education.

James B. Whipple,
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Education for Adults

March, 1962

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Introduction

"It's a vicious circle," mused Dean Tuck. "I wonder how I break into it. If I had a group of adult students I could develop a special course for them, but I need a course to attract the group of students."

The situation seemed almost humorous to Willis L. Tuck, Dean of the Adult Education Division of Jackson University. Mack, as he has been affectionately known to his friends since he played football for Yale, was not one to let a seeming dilemma stand in his way. This one reminded him of the expression, 'If I had some ham, I could have some ham and eggs, if I had the eggs.'

Since becoming Dean two years ago, Mack had been intent upon developing the division into something of which he could be proud. He had descended on the evening classes first, obtaining better control over selection of university and community faculty, and better arrangements for paying them. He had also arranged for more courses to be offered on an extension basis, in the small communities that lay beyond the metropolitan Jackson City of a half-million people. A wide variety of groups had attended conference programs, held on the campus during periods when regular students were on vacation. Mack had even been able to work out a few non-credit courses with the School of Business to satisfy the requests of several community business groups, when it was generally agreed that none of the credit courses were appropriate.

But this problem was different. No group was beating down his door. This was his idea. He'd thought for some time that he ought to be offering liberal education seminars, developed especially for adults. No one else in town was doing it. The small liberal arts college had virtually no adult education program. The public school adult education division, the YWCA, and the Jewish Community Center did offer some arts and crafts courses; the main branch of the library did have some Great Books discussion groups, but these weren't exactly what Mack had in mind.

His liberal education seminars would deal with the most significant issues affecting the adults of his community; the perpetual problems that mankind has to resolve again and again. Mack wanted to go beyond man's role as money-maker, as important as that is, and deal with man as man; with his public responsibility in political affairs and his private experience in the world of the arts. The liberal education seminars at Jackson University would hit people where they live!

There would be other benefits. It seemed to Mack that some liberal education seminars could help his division a lot. The chancellor often emphasized the importance of liberal education as one of the central purposes of the university. It would help round out his division's offering to have a balance of professional and liberal education courses. There shouldn't be any problem in getting faculty; there always seemed to be more liberal arts faculty interested in extra teaching opportunities than he had demand for in the past.

The addition of non-credit liberal education courses wasn't new at the division, as several of the persons with whom Mack had discussed the idea had pointed out. His predecessor had tried it several years earlier, but few of the evening college students were interested in courses that didn't count towards a degree.

"Maybe there's a new market we haven't tapped," thought Mack, "but I don't have the time or the money to experiment. Someone must have done some work on this."

The perplexity of the fictional Dean Tuck regarding the audience for liberal adult education, has been shared in recent years by an increasing number of 'real' deans of university adult education divisions. Part of the problem has stemmed from a difficulty in making clear the difference between liberal education courses and vocational courses already being offered. Some have defined it as did Dean Tuck. Other definitions have stressed classics, or value issues, or inter-disciplinary approaches. A common denominator, however, appears to be an emphasis on man as man rather than man as money maker.

The development of liberal adult education courses has been blocked not only by an uncertainty about the nature of liberal adult education but also by an uncertainty about the nature of the audience for liberal adult education. The nature of a vocational program and its relation to a potential audience is more apparent. A vocational course is usually designed for people who are now or who plan to become a member of a particular occupational group. But *who* is liberal education for? Everyone? Just certain groups? If the latter, which ones and why?

The Goals of Liberal Education

Ultimately, *who* liberal education *should* be for, is a value question that each teacher and administrator connected with adult education must answer for himself. This answer, together with that of colleagues concerned with the adult education program, will provide the basis for the liberal education goals of the program.

Setting the goal, as every administrator knows, is only part of the problem. Between who *should* come and who *does* come, often lies a gap. This gap is sometimes a matter of little concern. Some programs operate for years with one population described in the bulletin and a distinctly different one in the classroom. The confusion is compounded when faculty teach for the population described in the bulletin or the population in their classes for full-time campus students. In developing liberal education seminars, especially for adults, the disparity between those for whom the program is designed and those who actually participate, is often a major problem. The rewards of liberal studies are seldom as tangible and immediate as those in vocational courses. Briefly stated, if the program doesn't sound like it's for them, *adults* won't show up. If it turns out not to be for them, they won't stay.

Another frequent contention is that liberal education is everywhere the same for all people. Even assuming this is desirable, the problems it poses for both promotion and teaching are staggering. With the variety of backgrounds and outlooks that exist in our diversified society, if one talks to everybody one often ends up talking to nobody.

It is also argued that either a reintegration of our society or the development of an understanding between the various aspects of a pluralistic society, is the most crucial concern to which liberal education must address itself. If this is so, it becomes important to have a variety of backgrounds and outlooks represented in any one liberal education seminar group. This, in turn, requires knowledge of whom will enroll for the program to obtain the desired heterogeneity.

Finally, it is asserted that liberal education is for those who register; that it is not necessary for the educator to determine this in advance and that a good teacher adapts the course of study to the students who appear in the classroom. If this is so, the administration must aim at large enrollments which insure financing.

Contributions of Clientele Analysis

Regardless of how the audience for liberal adult education is defined, however, a better understanding of clientele for these programs will assist administrators in a number of ways. Greater appreciation of the backgrounds and interests of the adult students can contribute substantially to the selection of specific topics for a liberal adult education course. Second, it can contribute to faculty selection and orientation. Third, it has implications for the design and format employed in the resulting course. Finally, clientele analysis is the basis for greater precision in promoting the class.

The Purpose of the Report

A definition of the group toward which liberal adult education is directed is needed. To answer this lack, a number of institutions sponsoring such programs have studied course participants. These qualities suggest some generalizations that might be useful in developing programs of liberal adult education.

The purposes of this report are to provide for each of several programs a brief audience description, to posit some generalizations, and to suggest implications for the development of liberal education seminars.

The description of the audience in each program was prepared by the sponsoring institution. The studies described in this report summarize almost all of those that have been reported. In addition, while searching for clientele analyses, an effort was made to analyze a variety of programs, in terms of type, institutional sponsorship, and section of the country. All programs included are broadly classified as liberal adult education.

Each institution quite independently conducted its own study, using differing patterns of information collection, data categories, and types of comparison, thus placing a severe limitation on the types of conclusions that could be drawn from the studies. Some comparisons between populations were made by adjusting the categories used in reporting data.

In spite of these limitations it is possible to make tentative generalizations which may be useful for future programs and research.

General and Particular Audiences

The primary purpose of this report is to describe the audience which responds to a public program announcement. It might, however, be helpful to present a composite description of typical participants, both to highlight the similarities and differences in separate studies, and to contrast at this point, this general audience with potential specific audiences which might be reached.

The typical man enrolled in a non-credit liberal education course is about 40, married, in the middle class, having either a professional or managerial occupation and a bachelor's degree. The typical woman registrant, if she is a homemaker (as about half of them are), is married to someone much like the typical male registrant. In any case, she will have a little less formal education, will be about the same age, and she may have taken some adult education course recently. On the average, six women will attend for every four men.

Particular Potential Audiences

Believing liberal education can be of substantial benefit to groups other than the general audience described above, many administrators are interested in identifying other particular potential audiences for liberal education. A "particular potential audience" is defined as a collection of persons whom an institution identifies as an audience they wish to reach with liberal adult education programs but who do not now recognize the relevance of liberal studies for their lives.

Persons in a particular potential audience may have similar characteristics to those in the general audience; they may have a high degree of latent readiness. The one characteristic that they may lack, however, is an understanding of how liberal studies directly affect their major life roles in any appreciable way. It then becomes necessary to "sell" the idea of liberal education, as well as a specific program.

Faced with a situation where it is particularly important to demonstrate the relevance of the program issues to the lives of the participants, an increasing number of program planners have selected the life role of a specific group as a starting point. Published descriptions of the resulting programs are available to the administrator. They suggest many similar approaches to liberal adult education.

Descriptions of Participants in Specific Liberal Education Programs

Data on the participants in liberal education programs is available from the Great Books Foundation, The Fund for Adult Education (Ways of Mankind) and seven colleges and universities.[1] Our sample was selected on the basis of availability of reports; thus, it is not a scientific one. At the same time it includes enough variety to provide a good cross-section. A glance at the list reveals the following: geographical representation from New York, California and the middle west; representative colleges, universities, non-university organizations, urban evening colleges, and general extension divisions. Furthermore, although there are some duplications, the programs are not identical. Nevertheless, evidence gleaned from this assortment of liberal adult education programs indicates much in common among participants regardless of place, sponsoring institution, or program. Before summarizing the findings at each of the nine organizations in the sample, it may be helpful to look at the common elements—to describe the composite general audience for liberal education.

Age

The median age of the adult population of the United States (over 20) was around 40,[2] with the percentage in each 5 year age category declining from around 12 per cent (20-24) to around 5 per cent (55-59). The distribution was, therefore, very "flat" requiring a 35 year spread (25-59) to include about two-thirds of the adult population.

Studies of students attending the whole range of university adult education programs indicated that the median age tended to occur between 26 and 30 with two-thirds of the adult college population included in the 15 year spread (20-35).

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[1] University of California at Los Angeles, University of Chicago, New York University, Northwestern University (Laboratory College for Adults), Syracuse University, Whittier College, and University of Wisconsin.

[2] Based on the 1950 census.

By contrast the median age of participants in liberal education programs, especially for adults, tended to be around 40 but with a concentration (in the middle years) greater than is the case in the total adult population, but less than is the case for the adult education population generally. Usually a 25 year spread (from 30-55) included about two-thirds of the liberal adult education participants. In the urban areas the median age ranged from a low of 32 for programs closely associated with vocationally-oriented offerings to a high of 45 for the program least associated with a formal education institution, and those most emphasizing discussion.

The age distribution of liberal education participants was, however, similar in dispersion to that for the total adult population of the United States who had completed at least one year of college. Whereas the distribution for liberal education participants showed a "bulge" in the late 30's and early 40's, the distribution for U. S. college alumni tapered from about 2 out of 10 in the 25-29 age group, to about 1 out of 10 in the 45-49 age group, to less than 1 out of 20 in the 65-69 age group. However, about two-thirds were in the 25 year spread (from 30-55) as was the case for liberal education participants, though it was distributed differently.

Socio-Economic Level

One of the most reliable indices of socio-economic status is occupation. The general adult population of the United States was described as follows within the major occupational categories. Less than 1 out of 10 were either professional (4%) or managerial (5%). Another 1 out of 10 were white collar workers, almost 2 out of 10 were skilled workers (17%) and almost 1 out of 10 were unskilled (8%). More than 2 out of 10 were homemakers (22%).

By comparison liberal adult education programs were most frequently found to have participants whose occupations were classified as professional and managerial, whose incomes were above $8,000 a year and between one-quarter and one-third of whom were homemakers.

Education

Undoubtedly, the best test of a person's education is the quality of his thinking and behavior. However, the problems confronted in obtaining and reporting this type of data are great. In the absence of this best evidence, the criteria employed by all of the institutions reported in this survey is number of years of formal education.

In the general adult population of the United States, about 2 out of 10 were high school graduates, almost 1 out of 10 had completed some college (7%), and a little less (6%) had completed 4 years or more of college.[3]

Participants in liberal education programs for adults had acquired more formal education than participants in adult education programs generally. Almost all had some college experience and about half had completed at least a bachelor's degree. Also, a majority were in the habit of continuing their education. About two-thirds had taken an adult education course recently, although the liberal adult education experience surveyed was more often than not their first contact with the sponsoring institution. Generally, programs that placed primary emphasis on discussion included a higher percentage of college graduates.

Adult Roles

Each of us plays many roles; one individual is man, father, husband, son, and citizen. For any one person, these roles tend to cluster together. Those of the unmarried 20 year-old man are substantially different from those of the 35 year-old mother of six children, and from those of the widower grandfather.

Information concerning some of these roles is available for the general adult population and for the adult students in liberal education programs. In the general population, more than 51 out of each 100 adults were women. In liberal adult education programs, about 60 out of each 100 participants were women.

About 2 out of 10 of the participants were single; more often women than men participants were unmarried. Aside from the adults who attend as couples, married women attended more often without their husbands than did married men without their wives. The major contribution to the abundance of women at the programs, however, seemed to be the absence of single men to balance the single women attending.

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3. The approximately two-thirds of the adult population which has completed less than a high school education are not reported because few of the participants in university liberal adult education programs have not completed high school.

In general, however, the proportion of married participants was higher than in the total adult population. The predominant role tended to be the married adult (more often woman than man) with grown children. If encouraged to do so, between one-quarter and one-half of the participants enrolled as couples.

Reasons for Attending

People do things for many reasons. One way to determine the primary reason why an individual does something is to deduce this from his behavior. Another is to explore in depth his hidden motives. A third way is to ask him why he does something.[4]

A number of institutions have used the third method to better understand why their adult students participate in liberal education programs. These studies indicated that students attend for a variety of reasons, with two mentioned most often—content interest and intellectual stimulation from the group experience. However, there was an indication that a few participants had a vocational interest in attending even primarily cultural programs.

One distinguishing characteristic of the students in general cultural programs was that they appeared to recognize the nature of the contribution that liberal studies could make to them. This is an important consideration in understanding why they elected to participate in liberal education programs.

The Individual Programs

The last chapter dealt with the composite general audience. In this section, the characteristics of participants in each program in the sample will be described and, where appropriate or possible, analyzed.

Great Books

One of the most comprehensive analyses of participants in a liberal education program to date was conducted in 1957-58 by the National

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[4] Gordon W. Allport has defended the soundness of this third approach as appropriate for normal subjects. See Stacy and DeMartino, Understanding Human Motivation (Cleveland: Howard Allen, Inc., 1958), pp. 54-65.

Opinion Research Center, which studied in detail a sample of about 2,000 persons from 170 groups selected from the almost 2,000 Great Books groups throughout the United States.[5]

The groups varied in size (from 5 to 35 with an average size of about 11 in the sample); in sponsorship (most were affiliated with public libraries, but a number were sponsored by churches, business firms, and individuals); and in leadership (some had a single leader, most had co-leaders, and a few rotated the leadership with each meeting); generally they followed the pattern of small informal discussion groups.

The leaders were not formally trained teachers but a number had had brief training courses sponsored by the Great Books Foundation. The leaders had been group participants themselves for a number of years. Great Books readings are published in year units by the Foundation; group members pay no tuition. Readings are currently available up to the 14th year for study groups.

Description of Participants

Great Books participants tend to be well-educated, socially active, middle-aged adults with a high socio-economic status. They are a homogeneous group holding accepted middle class values, and having similar aims and opinions on fundamental issues.

Participants tended to have a high level of formal education—84% had at least some college training compared to 14% in the total population. Women in the sample had less education than the men, but over half had been to college.

There were six women for every four men in the program. Both sexes tended to be married, widowed, or divorced. In connection with joint participation, it is interesting to notice that men came with their wives, whereas more women were unaccompanied by their mates.

Male participants were apt to come from the professions or managerial positions with only a small percentage occupied at clerical or blue collar tasks. Although most of the women were homemakers, their spouses were professionals or managers. Furthermore, participants appeared to have settled down in that they were less mobile than the norm (in 1947) for the American population.

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[5] James A. Davis, Lathrop Vickery Beale, and Ruth Ursula Gebhard, A Study of Participants in the Great Books Program ("Studies in Adult Group Learning in the Liberal Arts"; White Plains, New York: The Fund for Adult Education, 1960), 160 pp.

Both sexes accepted conventional middle class values. They did not see themselves as intellectuals, mystics, or non-conformists. A strong motivation for attending was the high value placed on merging oneself with the social group. Of course, motives for attending were varied and complex; by and large, however, participants did not look upon Great Books as a stepping stone to higher social status. Interest in content, for one reason or another, appeared to be of greatest importance.

One interesting finding in the Davis study was that participants were in the busy years of life—the time when adults are most concerned with job, family and community. Neither the young student nor the retired individual was attracted to the program. This may be particularly significant in view of a popular notion that active men and women are not likely to be clients for liberal education.

U.C.L.A.

In 1959 the University Extension Division of the University of California conducted a study of the Los Angeles participants in their liberal arts discussion programs for adults.

The discussion programs are often held in the living rooms of private citizens who serve as hosts. The group discussions are directed by university-trained lay leaders. Materials and tuition cost participants about $15 for 10 sessions.

Individual programs are organized around such topics as American Foreign Policy, Discovering Modern Poetry, Economic Reasoning, An Introduction to the Humanities, Looking at Modern Painting, Modern Drama for Discussion, and Ways of Mankind.

A representative sample of 150 adult students was interviewed.

Description of Participants

Generally stated, the participants consisted of college-educated, married couples in their late thirties. The wife was usually a homemaker, while the husband was in a profession.

Half the participants attended as couples. There were more single women than single men—about 6 out of 10 of all participants were women and 7 out of 10 of all women were married compared with 9 out of 10 of all men participants. About 8 out of 10 of all participants were married.

The median age was 39; and 6 out of 10 participants were between 31 and 45 years of age.

Of the total group of participants, 38 per cent were homemakers, 35 per cent were professional, 13 per cent were managerial, and 13 per cent were in sales or clerical work. Excluding the almost 4 out of 10 of all participants who were homemakers, the remaining participants were distributed as follows: 6 out of 10 in professional, 2 out of 10 in managerial, and 2 out of 10 in sales or clerical.

The median income for these study-discussion participants was $8,800 per year. Less than 1 out of 10 had an income of less than $5,000; 3 out of 10 exceeded $15,000 a year.

With respect to education, 4 out of 10 had the bachelor's degree, and 2 out of 10 a master's or a doctor's degree, for a total of 6 out of 10 with at least four years of college. Only 1 out of 10 had completed no college work. More than half of the participants had engaged in some educational program in the previous three years, but for two-thirds of the participants, this was the first discussion-group experience.

Almost all of the participants indicated more than one reason for attending. An interest in the subject, self enrichment, and intellectual stimulation were each selected by about half of the participants as a primary reason for attending. Four out of ten selected exchange of views and discussion as a reason, and 2 out of 10 selected social reasons.

Wisconsin

The University of Wisconsin Extension Division conducted a descriptive survey of the adults enrolled in special classes during the 1956-57 year. Analysis was based on a sample of about 300 of the almost 1000 persons from throughout the state who were enrolled in courses classified as liberal studies. There was a 50 per cent return for both students in liberal studies and for the total study. Courses in this category included Art Appreciation, Gateways to Music, Literature of Today, Economic Reasoning for the Layman, Problems of Africa, Crisis in the Middle East, and India—Democracy or Communism.

Description of Participants

Based on the sample obtained in this study, participants in liberal studies courses were predominantly older women. If they were married, their children were grown, but for the most part, they tended to be unmarried. They were college educated, participated in many spare-time activities, spent little time in gainful employment, and enrolled for social and educational reasons.

The median age of participants in liberal studies courses was 44. The women, who constituted three-quarters of the participants had a median age of 46 while the men had a median age of 37. There were proportionally more older women in the groups than there were older men. Half of the men were between 32 and 47 years of age compared with the women where half were between 33 and 56 years of age. There were more participants representing all age groups in the liberal studies courses than was the case for vocational courses, where the participants were more frequently in their late twenties and early thirties.

Slightly more than half of the participants in liberal studies courses were married (55%); women were less often married than men (45%). This compared with 6 out of 10 of the women in all courses reported in the study, who were married and almost 8 out of 10 for women in the general population for the same age groups. Only programs for professional, business, and industrial groups attracted a lower percentage of married women, compared with those not married. Primarily because of their age, many of those participants who were married and had children, had none now under 18 years of age. In total, 65 per cent were either unmarried, or were married and had no children, or were married and had children all over 18.

The most frequently listed leisure time activity was reading, with almost 9 out of 10 indicating this use of leisure time as compared to the one-fourth who indicated a preference for watching television, the second most frequently mentioned activity. By comparison, for all courses, vocational and non-vocational, 7 out of 10 persons listed reading as a leisure time activity (6 out of 10 of the men and 8 out of 10 of the women).

Most of the men held professional jobs—managerial, clerical-sales, and service occupations. Most of the women were either homemakers or

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SYRACUSE UNIVERSITY

were in jobs within quasi-public agencies such as schools, libraries or hospitals.

For both men and women, one third were in quasi-public agencies and one-quarter were employed in business or industry. In terms of specific occupations, about 4 in 10 were in professional-managerial occupations, 1 in 8 was in clerical or sales, 1 in 8 was in service occupations and 1 in 12 in agriculture. One-quarter of the liberal studies participants were homemakers compared with 21 per cent of the students in all courses studied who were homemakers. The median income was $5,500.

The comparative levels of education for men and women in all courses studied reverses the trend in both the general adult population and in urban adult education programs, where men tend to have more education than women. For these courses offered in rural Wisconsin, one-third of the women had completed 4 years of college compared with one-quarter of the men.

For the liberal studies students, about 3 out of 10 had completed high school but had no post-high school formal education, 1 out of 10 had completed some college, almost 4 out of 10 had completed four years of college and more than 2 out of 10 had completed graduate work (master's degrees, primarily). In all, three-quarters of the liberal studies students had completed at least one year of college work.

When indicating why they attended, almost all liberal studies participants listed educational reasons. Half listed an educational reason as their only one, 5 per cent combined it with an economic reason, and 17 per cent combined it with a social value the experience held for them. The liberal studies participants were considerably more single-minded in their expressed reason for attending than were the students in other programs reported in the Wisconsin study.

When asked what other university offerings[6] they had attended, more liberal studies participants (80%) had attended lectures than was the case for students in other types of classes and fewer (8%) had attended no lectures.

Adults often travel to attend adult education programs; the distance they travel to attend might be an index of their relative motivation, if various types of courses are equally available.

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[6] Correspondence, college credit, institutes-lectures, other, or non-credit.

For liberal studies students, a higher percentage (82%) attended in the same community and a lower percentage (9%) drove 20 miles or more, than was the case for any of the other types of courses. For all courses in the study, 67 per cent attended in their own community and 16 per cent drove 20 miles or more.

This finding would seem to support the observation that there are fewer sources of motivation for liberal studies than for vocational programs.

University of Chicago

In 1957, University College of the University of Chicago started a Fine Arts program in their downtown center. This program consisted primarily of a series of courses meeting once a week, and extending usually for three academic quarters, but sometimes for one or two. Some courses were offered during the day. Three unique characteristics of the program were 1) it employed a humanities approach to literature, music, and the visual arts, placing primary emphasis on the works of art from the viewpoint of the consumer, 2) it was coordinated with visits to concerts, plays, and galleries, to relate course work to current community resources, and 3) the basic course continued for three academic quarters.

In the fall quarter of 1958 when University College conducted a self-study of its total program, about 150 of the 300 students in the Fine Arts program completed an anonymous student inventory.

Description of Participants

Three-quarters of the participants were women, who comprised all those enrolled in the day classes and one-third of those enrolled in the evening.

The median age was around 35, the age group 26-30 having the largest representation. Two-thirds were under 45 years of age.

A little more than half of the participants were married and about half of them had children, most of whom were of school age.

One-third of the participants were homemakers. Almost all of the remainder were employed full time, one quarter of whom were self-employed. The program members were surprisingly well-to-do, as is evidenced by the fact that the Fine Arts program is an expensive one. Four out of 10 had an income under $10,000, another 4 out of 10 between $10,000 and $25,000, 1 out of 10 between $25,000 and $50,000 and almost another 1 out of 10 over $50,000.

Only 4 per cent of those in the Fine Arts program had completed no college work, almost one-third had completed some college, one-third were college graduates with no graduate work, and another one-third had done post-graduate work. One in 10 held doctorates. In total, then, almost all participants had taken college work and almost two-thirds held at least a bachelor's degree.

The range of intelligence was broad, even in sections where some screening had been attempted, but the median ACE score for all Fine Arts program students was at the 68th percentile, placing this group on the average above almost 7 out of 10 entering college freshman in the ACE Norms.[7]

Most Fine Arts program students were new registrants to University College, although most had recently participated in other adult education courses. Almost none were in degree programs. The Fine Arts program was non-credit.

The large majority said they attended for intellectual enrichment. Nearly all students were very much interested in the arts prior to the course and more than half indicated that the course had created even more interest.

Nearly all students attended the symphony, ballet, art exhibits, theater, lectures, recitals; listened to FM radio; traveled and read books related to the arts and on other topics. However, they also read the conservative, large-circulation magazines, and although they professed to listen to and love "serious" music, on a simple test they did not show much discrimination about what they heard.

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7. For comparison purposes, the median (American Council on Education Psychological Examination) score for the entering freshmen in the undergraduate college of the University of Chicago was at the 90th percentile or one standard deviation above the mean. They scored one standard deviation above the mean on College Boards, also. The point is that the Fine Arts students scored half way between the average for college freshmen generally and those at the University of Chicago.

More than half had lived in Chicago all their lives and virtually all had lived there more than two years. Nearly all were U. S. citizens and were born in the United States, more than half had parents born in this country, but half of the paternal grandfathers were born outside the United States.

More than half did volunteer community service work and one-sixth of these spent more than five hours a week at it.

Laboratory College for Adults

In 1957-58, Northwestern University and the Center for the Study of Liberal Education for Adults collaborated in the development of a year-long experimental seminar for adults. The program focused on learning from the resources available in the community (arts, civic life, etc.). Responding to a description of the proposed program, eight times as many adults applied as were accepted. The analysis was based on the 167 applicants.

Description of Applicants

A little more than half of the applicants were women, planning to attend by themselves, one-fifth were men planning to attend alone, and one-quarter were couples applying to attend together.

The median age was 42, with half of the applicants between 31 and 55. One in 10 was over 56.

Almost 4 out of 10 applicants were in professional occupations (with teachers constituting about one-third and doctors, dentists, accountants and engineers constituting another third). Those in managerial occupations constituted an additional 15 per cent, totaling over half of the applicants in professional and managerial occupations. One-quarter were white collar workers (clerical and sales) and 2 out of 10 were homemakers.

More than 9 out of 10 of the applicants had completed some college, 3 out of 10 had completed some college but less than four years, more than 4 out of 10 were college graduates, and an additional 2 out of 10 had completed a post-graduate degree.

Because of its experimental nature and of the fact that applicants were drawn from about 450 persons who responded to a descriptive brochure sent to approximately 2,000 former registrants in non-credit courses at Northwestern, information about other educational activities would be highly particular.

Whittier College

The program at Whittier, California, consisted primarily of a variety of study-discussion seminars, developed by the Fund for Adult Education and the American Foundation for Political Education. These seminars included such topics as: Ways of Mankind; Understanding Modern Painting; Introduction to the Humanities; American Foreign Policy; American Democracy; Discovering Modern Poetry; Economic Reasoning; Aging in the Modern World; World Politics; and Great Issues of Education.

After a number of years of working with the extensive program, the director suggested the following profile of the kinds of people who participated in these programs as the best model for seeking new audiences.

Description of Participants

The average participant was 40 years or younger, and likely to be a woman rather than a man, although this varied with the objectives of the course. The average ratio was 6 women to 4 men. Almost 8 out of 10 of the participants were married, and a high percentage, compared with most adult education courses, were attending as couples. Most were established members of the community, having lived there at least five years, and less than 2 out of 10 had lived there for less than two years.

The new programs attracted many adults who had never before enrolled in adult education programs, sometimes as high as half of the seminar registrations. However, once the program was established, as much as half of each term's registrants were drawn from among former participants.

A vast majority had some college training while almost 6 out of 10 had at least a bachelor's degree.

Aside from homemakers, a majority of the participants were in the professions, business, sales, teaching and management positions. The median income was about $9,000.

The average participant was active in various community organizations. He read books and magazines more than the average adult and even more than persons of similar educational background. About half had participated in other adult education programs which were largely non-credit and of a cultural nature.

In brief, the participant was likely to be married, under 40 and an established member of the community. He probably joined the group with his wife. He was above average in formal education, income, and book readership. Among the reasons given for enrollment were a desire to supplement an insufficient background, a desire to increase subject knowledge, a desire to participate in more serious intellectual activities with his mate or friend, and to cultivate new friends of similar interests.

New York University

New York University's Division of General Education surveyed the background of their adult students in the fall of 1955. About the half of their 5,000 enrollees answered the questionnaire. One-fifth of the students were taking liberal arts courses. All of the courses in the Division are non-credit, although they may be applied toward a certificate in General Education awarded by N.Y.U. solely through the Division of General Education.

The courses offered by the division within their category of liberal arts include English and writing, literature, art, photography, dance, music, philosophy and religion, social and intellectual history, sociology, economics, world affairs, psychology, and mathematics. Residential weekends with the arts and a variety of study-discussion programs are offered throughout the metropolitan area, both via the Office of Liberal Arts in Extension.

Description of Participants

Two-thirds of the participants were women. The median age was 32, with 4 out of 10 between 31 and 50, and about 1 out of 10 over 51. The largest age category was under 25 (3 out of 10 students). This was decidedly a younger group than that which attended the other programs described.

There was also a smaller proportion of professional, managerial, and homemaking occupations than has previously been the case. Those in professional occupations constituted more than 1 in 10 (13%) but so did unskilled workers. The largest occupational category was skilled workers (one-third) followed by homemakers (up to 14%). One in 10 were in managerial positions and 1 in 20 in white collar jobs. Half of the employed students had been with a firm for less than 2 years, and one-third had been with their firm for over 5 years. Less than 1 out of 10 stated that their firm paid all or part of their tuition, by far the lowest percentage for any course area in the division. Almost one-quarter of the division's students received financial aid toward tuition from their employers.

Two out of 10 of the students had completed less than 4 years of high school. Eight out of 10 persons in the liberal arts courses who had completed high school compared to about 9 out of 10 in the division generally.

Almost half of the students (between 45-47 per cent) enrolled in liberal arts courses in the fall of 1955 said they had no previous college training, and 6 out of 10 had never attended the division before. Half of the students had, however, taken evening courses in other colleges.

Ways of Mankind

One of the most popular study-discussion programs developed under the support of the Fund for Adult Education has been the Ways of Mankind, an interesting series on cultural anthropology. The Fund had underwritten the development of study-discussion materials, and had encouraged forming adult groups to discuss, one session a week, these readings dealing with liberal education. Many of the groups have been organized with little or no connection with universities.

The following data on participants is based on a "typical group" of discussants in the Ways of Mankind.

Description of Participants

Two-thirds of the participants were women, and about one-third of all participants attended as couples. The age for men participants typically ranged from 42-59, and for women from 33-52.

Almost all of the men were in the professions. About half of the women were employed; the remainder were homemakers.

More than half (55%) of the participants were college graduates, all of the men and about one-third of the women. About three-quarters of the first year study group participants were engaging in adult study for the first time.

Syracuse University

The students attending University College, the Adult Education Division of Syracuse University, have been studied on several occasions. In 1955-56, University College conducted a clientele analysis of the approximately 3,000 adult students then enrolled in their Evening College program. The analysis included both those students who were taking courses for credit towards a degree, and those who were taking them on a non-credit basis. It included students who were attending for primarily vocational reasons and those who were attending for primarily cultural reasons. The following description is based on those students who were ostensibly non-degree and non-vocationally oriented.

In 1959-60 the characteristics of the students enrolled in study-discussion seminars developed especially for adults were also examined. These adult seminars covered three general content areas: contemporary political affairs (about 40 students), contemporary arts (about 40 students), and contemporary social issues—based on reading of Supreme Court cases—(about 30 students).

These two sub-populations, culturally-oriented students in a credit vocational program, and study-discussion participants will be described separately.

Description of Culturally-Oriented Participants

Of the total adult education student population, about one-third of the women and one-fifth of the men attended for cultural reasons. However, because of the larger representation of men in the general student body, of those attending for cultural reasons about half were men and half were women. Also there was a higher proportion of persons who were married with grown children, than occurred in the general population of the evening college.

The median age was 32 (identical to that in the N.Y.U. liberal arts population). This was about 3 years higher than for the total adult college population. Almost 6 out of 10 were between 24 and 44 years of age.

Occupations tended to be middle and lower professional; upper managerial, sales, and clerical; and occupations where women predominate. There was also a relatively high percentage of homemakers. A large majority resided in upper-middle class neighborhoods.

Of the total adult student body, those with about 180 semester hours (equivalent to about 6-7 years of college) were most likely to give cultural reasons for attending. Of those giving cultural reasons for attending, about two-thirds attended the previous semester and for about 1 out of 10, more than ten years had elapsed since previous formal education experience.

Of the total student population, one-quarter said they were attending for primarily cultural reasons, but this did not line up exactly with the so-called cultural courses. An implication of this finding is that care should be taken not to equate type of course with the student's reason for attending. For example, about 1 out of 10 of the students taking vocational courses in areas such as business administration, engineering, mathematics, social work or library science were attending for what they considered to be a non-vocational reason, whereas one-third of the persons in fine arts courses were enrolled with a primarily vocational orientation as were three-quarters of the students in liberal arts courses generally.

Description of Study-Discussion Participants

About three-quarters of the participants were women although there was considerable variation in the proportion of men and women from subject to subject. Nine out of 10 of the participants in the Arts and Issues seminars were women while half of those in the Politics seminars were women.

In the Politics seminars about 2 out of 10 of the participants attended as couples. In addition, 1 out of 10 were single women and over one-third were married women attending by themselves, about 1 out of 10 were single men and almost 3 out of 10 were married men attending by themselves.

By comparison there were no couples attending the Arts seminars. Two out of 10 were single women, over 6 out of 10 were married women attending alone, and almost 1 out of 10 were women who were widowed or divorced. One out of 10 of the participants were men, one-third of whom were single.

The median age ranged from 34 for the Politics seminars to 42 for the Arts seminars, with a median of 39 for the Issues seminar. The range for each extended from early twenties to late sixties. The older age profiles were produced by an increase in the proportion of participants in the age groups 40-49 and over 50.

Homemakers constituted about 4 out of 10 of the study-discussion participants; one-quarter in Politics, 4 out of 10 in the Arts and half in the Issues seminars. The largest percentage of persons in any one occupation were professionals, mainly teachers; 2 out of 10 in Issues, 4 out of 10 in Arts, and 6 out of 10 in Politics. Half of the professionals in both Arts and Politics were teachers. Secretarial-clerical was also well represented with 1 out of 10 in Politics, 2 out of 10 in Issues and almost one-quarter in the Arts seminars.

The level of formal education was consistently high with over 8 out of 10 having completed some college, and around 6 out of 10 having at least a bachelor's degree.

Less than 2 out of 10 of the Arts participants (14%) had only a high school diploma but no college work, over 4 out of 10 had completed some college, one-quarter had a bachelor's degree but no graduate degrees, and 2 out of 10 had at least one post-graduate degree.

Participants in the Issues seminar tended to have somewhat more formal education. Two out of 10 had no college, 2 out of 10 had some college and the remaining 6 out of 10 had at least a bachelor's degree.

Only a few (3%) of the participants in the Politics seminars had not taken any college work, almost 2 out of 10 had some college work, more than half (54%) had a bachelor's degree, and an additional one-quarter had an advanced degree as well.

More than half of the study-discussion participants had never attended the adult college before, almost half of those (46%) in the Arts seminar and over 8 out of 10 participants (82%) in the Politics seminar.

The preceding descriptions are of the men and women who have participated in liberal education programs. Their characteristics are summarized and compared on the following chart:

COMPARATIVE SUMMARY OF STUDENT CHARACTERISTICS
(in percentages)

Programs / Characteristics	Great Books	U.C.L.A.	Wisconsin	Chicago	Lab College	N.Y.U.	Syracuse Cultural	Syracuse Politics	Syracuse Arts	Syracuse Issues	General Adult Population of U.S.
Men	37	37	24	25	33	34	50	46	9	10	49
Women	63	63	76	75	67	66	50	54	91	90	51
Age 20-24			25	66	23	28	22	21	17	11	12
25-29						20	38			7	11
30-34	61	60			22	13		48	26	14	11
35-39			25			10	19			18	10
40-44					22	8		24	37	18	10
45-49			25			9	5			14	7
50-54					10	7		6	9	11	6
55-59			25				6			4	5
over 60					5	2			14		17
Median Age	40	39	44	35	42	32	32	34	42	39	39
Education											
High School graduate	15	12	29	4	6			3	14	20	20
Some college	27	28	9	30	31			18	43	20	7
College degree	23	60	36	33	43			54	26	60	6
Graduate degree	35		23	33	20			24	20		
Occupation											
Professional	40	35	39		38	13		51	37	20	4
Managerial	9	13		15	15	10		9		10	5
White collar	14	13	13		26	5		12	23	20	10
Skilled	3		14			33					17
Unskilled						13					8
Homemaker	35	38	25	33	20	14		24	40	50	22
Marital Status											
Married	51	30	55	55				63	68		
Single	14	19	36	45				18	23		
Couples	27	50						18			
Widowed	8		9	4					9		
Attended the institution before		35		55			90	18		27	

Variations in Programs

The preceding chapters presented a summary of the common characteristics of the general audience for liberal education programs and a description of the participants in each of the programs studied.

It now remains to examine these populations against some generalizations which might apply to liberal adult education programs in various settings. Each generalization will be stated, and followed by a brief summary of the evidence from the clientele analyses that seems to support its soundness.

Generalizations

1. Almost all of the students will be in occupations, or will be married to persons in occupations, classified as "middle class."

   Evidence: The only program that attracted a sizable number of students in working class occupations was associated closely with a vocational program. Few programs gave evidence of attracting any persons in upper-class occupations. Where a few were attracted, it was to the discussion-oriented programs in the large urban centers.

2. Programs will attract primarily middle-aged students.

   Evidence: In most programs, between 7 and 8 out of 10 participants were in the middle-aged group (30-55).

3. Programs associated with a larger vocational educational program (credit) will attract younger students than programs that do not have this attachment.

   Evidence: The student groups in programs that were directly associated with degree programs (N.Y.U. and Syracuse non-credit students in the credit program) had the lowest median age (almost as low as for vocational programs generally), and the student groups in the programs least associated with a credit program (F.A.E. discussion group, Great Books, and the laboratory college experiment) had the highest median age.[8]

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[8] The one exception was in Wisconsin, where it would seem that the rural setting of the program exerted an additional influence.

4. Younger adults attending programs will tend to be atypical of their peers in terms of the developmental tasks they are in the process of accomplishing.

   Evidence: The younger single women who register for most of the programs were such a sub-population, as were young couples without children who appeared in several programs. Evidence related to this generalization was, however, very sketchy.

5. Programs dealing primarily with abstract or spiritual concerns will attract more older adults than will other programs.

   Evidence: If abstract or spiritual concerns can be equated with those concerns that are less related to actual day-to-day activities, such as political affairs, family living or community problems, then the evidence tended to support this generalization. Programs dealing heavily with philosophy and religion tended to have a median age of around 45, those dealing with the arts around 40, and those dealing with political affairs around 35.

6. More single women than single men attend the programs.

   Evidence: In almost every program there was a slightly higher proportion of single women than single men. The tendency for women generally to be more book-oriented than men, and the somewhat larger proportion of single women than single men in the general population, accounted for much of this difference. Accepting this influence, the only basis for the abundance of single women was the disproportionate attendance of women generally. The proportion of all men participants who were single was almost the same as the proportion of women participants who were single. In any event, there are fewer single participants than in the general adult population.

7. More wives will attend without their husbands than will husbands without their wives.

   Evidence: This generalization was clearly supported in most of the programs reported. Several factors probably combined to produce this situation. The incarceration of the mother of young children, is often accompanied by a single-mindedness toward his job by the young adult husband. This is frequently followed by the return of the wife to the adult world as the children become more independent, but at the time when the professional husband is continuing to devote most of his energies to his job.

8. Wives attending alone are usually middle-aged, while couples attending together will tend to be either young adults or older adults.

   Evidence: Where it was reported, couples tended either to be in their twenties, prior to their first child, or in their forties or fifties. By contrast, most of the wives who attended alone were in their late thirties and early forties. This was more the case in the large urban centers than in rural areas where wives who attended alone were often older.

9. When encouraged to do so, husbands and wives will attend together.

   Evidence: In the three programs that advertised a "couples rate," the percentage of persons attending as couples was between one-third and one-half of the total group. In programs where couples are encouraged but no reduction is made in the price, about 2 out of 10 attend as a couple.

10. Couples attending together will be in one of the following status groups: married, before children are born; newly establishing their social role in the community; or with grown children who have left the home.

    Evidence: Most of the younger couples attending, where this was specified in one of the studies, were in one of the first two statuses. A majority were pre-children and many were part of transient suburbia with its shifting population. Many of the remaining couples had grown children. Very few of the couples attending had school-age children.

Implications for Promotion[9]

The implications of the foregoing become most tangible when one applies them to the task of promotion. If a better understanding of what has been called the "general evident audience" has value it should help a program planner, who has first decided on his program objectives,

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[9] For a detailed guide to promotion of university adult education programs, see Milton Stern, People, Programs and Persuasion (Chicago: Center for the Study of Liberal Education for Adults, 1961), 101 pp.

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answer the question: what should I say to whom?

One of our general implications is that those who attend liberal adult education programs do so for a number of reasons. Many varied specific reasons have been mentioned in the studies reviewed in this report. The program planner would be well advised to select all of the reasons that he deems consistent with his objectives and to appeal to these in his promotional and selection efforts.

A second general implication is that liberal adult education programs attract very similar people (middle aged, middle class, book-oriented, adults). Given this as the audience the administrator wishes to attract, he may then set about doing so in the most efficient fashion. If this is not the case, he may approach his task of attracting a different audience in a more scientific manner.

For example, if a higher proportion of men is deemed desirable for a specific program, an effective way to accomplish this is to encourage couples to attend together.

If an institution wishes to attract the "general evident audience," there are some readily apparent groups which seem to have a high potential of interest, and to whom special promotional effort might be directed.

Some examples of these groups that might be reached via special mailing lists or contacts with organizations to which they belong, are suggested below.

A. Members of professional groups:

1. Doctors
2. Lawyers
3. Dentists
4. Clergymen
5. City officials
6. University faculty
7. School teachers
8. Librarians
9. Nurses
10. Industrial editors
11. Newspaper personnel
12. Insurance agents
13. Real estate agents
14. Accountants
15. Engineers
16. Company presidents
17. Members of management clubs
18. Secretaries

B. Older students in the regular credit program of the institution, who may be taking ostensibly vocational courses for cultural reasons.

C. College alumni of both the day and evening divisions of the sponsoring institution, who are residing in the area, along with those from other institutions who belong to local alumni clubs.

D. Wives of business and professional men, especially those whose husbands devote themselves single-mindedly to their jobs—for example, wives of doctors, faculty members and executives.

E. Residents of high income neighborhoods (this would be especially helpful in relation to a selected bulk mail mailing).

F. Persons connected with other community cultural or civic events such as those on the mailing lists of:

1. Museums
2. Library (card holders)
3. Concert series
4. Playhouse
5. Political organizations
6. League of Women Voters
7. American Association of University Women
8. Parents of children in special art or music classes
9. Subscribers to such magazines as Atlantic Monthly, Harper's, Reporter, Saturday Review of Literature, or Scientific American
10. Higher status civic or fraternal clubs
11. Church adult discussion groups

To summarize: look for participants in their natural habitat of middle-aged and middle class groups and associations.

Conjecture on Similarity of Audience

The foregoing description of a general audience suggests ways to develop programs for them and ways to attract different audiences. The resulting generalizations would be even more useful if it were possible to suggest some theoretical basis for explaining why similar patterns occur. The theory would allow us to suggest some further generalizations based on it. The value of the theory is increased if it allows the explanation of both similarity between specific programs and also variations between programs.

As was mentioned earlier, the independence and simplicity of the separate studies precludes more than minimum analysis. Some preliminary speculation would, however, seem helpful.

There appear to be a number of influences on people which encourage them to attend. Probably the influences on the following illustrative list are relevant. It would, however, be helpful to identify those that seem to best explain the general audience for liberal adult education.

1. Participation may be largely a matter of money. When income exceeds basic expenditures by a comfortable margin, people feel free to spend some of the margin on liberal education. Looking at evidence from the studies, it would appear that many participants have a financial margin. The data regarding income does not, however, allow comparisons between programs.
2. Leisure is related to disposable income. The common denominator in the general audience may be free time to devote to liberal education. Like income, leisure time is a way of explaining an activity by the absence of restraint, either monetary or temporal. The evidence from several of the studies, however, suggests that participants are busier than others in the general population.
3. It is well known in the field of adult education that education tends to breed more education. The audience in liberal education programs has more formal education than the participants in adult education programs generally. Does it take a certain amount of formal education to recognize the relevance of liberal studies? It may. The data available from these studies is too sketchy to be certain. Several studies, however, suggest that persistence in the program is not related to the amount of formal education.
4. Another possibility is that, as Erikson has suggested,[10] adult personality development proceeds through ego stages that occur in chronological order, each stage having a focal problem. The general audience might then consist of persons who are dealing with an ego stage conflict that has been either conscious-

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[10] Erik H. Erikson, Childhood and Society (New York: W. W. Norton and Company, Inc., 1950).

ly or subconsciously perceived as being related to the issues of a particular liberal education seminar. Again, the separate studies have no data to shed light on this possibility.[11]

5. Another possibility is that participation is largely a function of the changing patterns of life experience which alter with passing years. The work of Havighurst[12] in this regard seems particularly useful and will be commented upon in somewhat greater detail.

At this point we shall examine more closely the developmental tasks of adulthood, to identify those pressures that create a high degree of readiness to participate in adult education programs.

Early Adulthood

It seems evident from the observations of Havighurst, that the focus of the early adulthood tasks is primarily vocational. Middle class men in particular often devote a major portion of their time and energies to this task, to the neglect of family and community-centered tasks. This emphasis is increased by the fact that much of their status depends upon vocational success. When the woman's activity of securing a mate, rearing a family, and managing a home is thought of as vocational, the pattern is quite similar.

The heavy concentration of adult education participants in the 18-30 age range, and the vocational nature of many programs suggests an understandable relationship between the audience and the content of most adult education programs.

This observation adds another reason to the many that have been advanced, for the primarily vocational interest that almost all college students possess.

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[11] Research currently underway at Antioch College may help to suggest how participation in adult education programs and personality development are related. An overview of this research is contained in "A study of the ego stage development of individuals as a means of determining individual's depth motivational patterns," Report on continuing education and research in adult education, sec. 5 (Yellow Springs, Ohio: Antioch College, Office of Continuing Education, 1959-60) (Mimeographed report).

[12] Robert Havighurst, Human Development and Education (New York: Longmans, Green & Co., Inc., 1953), pp. 257-81.

Conversely, it might be anticipated that those young adults who appear at liberal education programs may do so because:

1. They are for some reason not engaged in the typical young adult tasks that consume so much of their peers' time and energy. This may be because they are not married, they are married but have no children, they have an occupation that is minimally demanding and provides minimal opportunity for excitement and adventure of an intellectual nature, or they are becoming established in a new community.
2. They see a way in which an ostensibly non-vocational liberal education program can contribute directly to their primarily vocational objectives.
3. They have developed a commitment to the value of non-vocational interests that resists the primary pressure stemming from the developmental tasks of young adulthood.

In any event, the concern for vocational matters is most keen for middle-class adults and is often associated with status and mobility. This idea receives substantial support from an examination of the present occupation and occupational aspirations of the younger adults usually attending university adult education programs.

Middle Age

As Havighurst points out, the tasks of middle age take a substantial shift in emphasis, compared with those of young adulthood. For the middle-class person at least, this shift seems to be from a single-minded interest in job and parenthood, to an increasing interest in civic and social responsibility, relations with the younger generation of teen-age children and older generation of aging parents, leisure time activities appropriate to middle age, and getting to know one's spouse again. Each of these four tasks requires new mastery that is of central importance, especially for the middle-aged, middle-class person.

The impetus for achieving adult civic and social responsibility seems to come from three sources—declining vocational demands and satisfactions, increasing societal pressure to accept civic responsibility, and increasing investments in the community that heighten interest in the quality of the community. Education includes a better understanding of both the issues and processes in the community, and the ways in which an individual can affect them. Often these matters have a relevance for the middle-aged, middle-class person that they lacked in the past.

This is less so for the lower-class person who sees his sphere of interest more in neighborhood or organizational terms than in community or world terms, and for the upper-class person who has been interested in civic affairs in an apprenticeship sense during early adulthood.

The middle-aged, middle-class parent often finds himself in the perplexing position between two very different generations, that of his aging parents and that of his teen-age children. The rapidly changing nature of our society with its dislocations and stresses is mirrored in the differing perceptions of these three generations. New learning includes a re-examination of basic values, a resolution of conflicts that come from differing points of view, and a better understanding of the relationship between freedom and responsibility.

This conflict between generations is more pronounced in middle-class families than either in lower-class families—where the mobility aspirations of parents for their children are less pronounced and the grandparents tend more often to have been living in the household right along—or in upper-class families—where there are more clearly defined expectations of the life goals of the younger generation and aging parents have a higher degree of autonomy.

The increasing time available for leisure in middle age requires that middle-class adults engage in activities different from those in early adulthood. New studies are often mental rather than physical, centering around leisure time activities which can be developed and expanded with increasing years. This task often includes a re-establishment of leisure activities precluded earlier by the inordinate emphasis on vocational matters.

Both upper and lower-class persons, who had not experienced the same degree of vocational emphasis in early adulthood, tend to modify their leisure time activities slowly rather than going through this more pronounced period of adjustment.

With the departure of grown children from the home and the lessening of vocational pressure, middle-aged, middle-class persons are often faced with the task of resuming their roles as wife and husband. This involves developing or revitalizing common interests and activities.

Upper- and lower-class husbands and wives who have gone through less of an all-out effort regarding their vocational tasks in early adulthood experience less of a readjustment to each other in middle age.

Later Maturity

Havighurst's description of the developmental tasks of later maturity presents a picture of holding onto life by adjusting to physical aging, retirement and reduced income, loss of family and friends, age-graded group associations, and altered living arrangements.

Two exceptions are the broadening of spiritual horizons and the trend toward older office holders.

As a result, it might be expected that those older adults who participate in liberal education programs might do so either because the subject deals with abstract concepts or because of their personal interest in leadership related to political or social issues.

Of course, programs that are specifically designed to help older adults make the needed adjustments would be expected to attract them. Even this would be affected by the cost of the program relative to the declining economic ability of most older adults.

Otherwise, the middle-class adults whose status was largely dependent upon a now declining vocational role, who continue to meet social and civic obligations, and who are seeking broader spiritual horizons constitute the major sub-group of older adults whose developmental tasks would appear to motivate them to participate in liberal adult education programs.

Readiness for Liberal Education

After this review of the developmental tasks of adults in relation to new learning, it becomes apparent that, in general, the educational requirements of middle-aged, middle-class adults are very similar to the content and objectives of liberal education. There are exceptions, such as young adults who use the liberal education experience for vocational ends, and older adults who are interested in leadership or broadened horizons. Otherwise middle-aged, middle-class adults require increasing knowledge that results in an interest in public responsibility, conflicts of values, more mature leisure time activities, and shared activity with others close to them.

Our thesis is that the evident general audience for liberal adult education consists of those persons whose developmental tasks have created a readiness for new learning. The individual must then perceive his needs as those that can be facilitated through a liberal education program.

This relation between tasks and audience raises a question as to whether or not those who attend liberal education programs have successfully achieved their developmental tasks. Two possibilities exist. It may be, on the one hand, that the audience is of adults who have satisfactorily achieved the developmental tasks typical of their stage of life, and are therefore freed to spend their time on liberal education programs.

On the other hand, it might be contended that the audience consists of adults who are dissatisfied with their present performance in one or more of their tasks. Since dissatisfaction with performance is a product both of actual performance and of level of aspiration, dissatisfaction may be primarily due to a high level of aspiration.

The findings of Culbert[13] in his study of adult students and non-students indicates that the primary difference was feelings of dissatisfaction expressed by the students which was not evident for the non-students. This finding supports the belief that the audience consists of adults who have established standards of performance that substantially exceed their present performance, in one or more of their developmental tasks; and that they at least dimly perceive a liberal education program as contributing to more successful performances. In some instances, the adult would not be able to recognize the direct relation between the liberal education program and the relevant developmental task, as people don't usually think in these terms.

In other instances one or more factors in an individual's life may serve to block recognition that liberal education can meet a recognized need for new stimulation. One of these factors may be lack of knowledge that the appropriate liberal education experience is available. Another may be the lack of money to pay the necessary cost. Adults in this state of "latent readiness" present an additional challenge to those interested in liberal education for adults.

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[13] Sidney S. Culbert, Leisure Time Activities of Adults (Seattle: University of Washington, 1954) (duplicated report).

Implications of the Study for Adult Education Programing

For many reasons, an increasing number of American universities have recently expanded their liberal education program for adults. One of the results of this activity has been a growing interest in the audience for liberal adult education.

Some of the institutions conducting such programs surveyed the participants to determine whom their program was attracting. The results of these several surveys were strikingly similar, suggesting that there may well be some important common factors attracting those who were attending. Singularly, the surveys served to clarify for the sponsoring institution, how their program goals related to the backgrounds and aspirations of their students. Collectively, the surveys are of value to other institutions interested in establishing or expanding programs of liberal adult education.

The determination of a general evident audience for liberal adult education does not eliminate the necessity for making important value judgments related to the goals of liberal education and to whom liberal education should be directed. Clientele analyses can, however, contribute to the making of these judgments and to program design, topic selection, faculty selection and orientation, and promotion.

The audience that emerges from the studies that have been conducted to date can be most briefly described as adults who are middle-aged, middle class, and college educated. This is a different audience from the one that typically attends the primarily vocational programs offered by university adult education divisions across the country.

The rationale for why those who show up at liberal programs do so, is based on the concept of the developmental tasks of adulthood. This concept suggests that all adults have a series of tasks which change from young adulthood to middle age to later maturity. They must master these tasks if they are to be happy and successful at the time and when performing subsequent tasks. By definition, new tasks require new learning, some of which might be more effectively acquired with the aid of an educational program.

The realization on the part of an individual that he needs to acquire additional knowledge in order to master a new task, is usually only dimly perceived. The relation between a new task and a formal educational program is usually even less apparent. However, the congruence between the developmental tasks of middle age (for the middle-class adult), and the topics of liberal adult education programs suggests that many adults have latent readiness for liberal adult education. For those who recognize the relevance of liberal studies to their lives and who have gained satisfaction from the experience of education, a teachable moment exists. This situation is particularly compelling when a person's level of expectation (or ideal) for a task is substantially higher than his present competence (no matter how high that might be), resulting in his dissatisfaction. It seems that this dissatisfaction provides the motive power encouraging adults to participate in liberal education programs. The thesis of this report, then, is that the general audience for liberal adult education consists of those persons whose developmental tasks have created a readiness for new learning that the individual at least dimly perceives as that which can be facilitated by participation in a liberal education program.

The foregoing review of the characteristics of participants in a number of liberal education programs has supported the contention that the concept of developmental tasks is very helpful for a better understanding of the general audience for liberal adult education. Predictions regarding the variation between programs and their common characteristics can be based on this concept.

Generalizing from the programs studied, the general audience had the following characteristics. Six out of 10 of the participants were women. The median age was 40, with most of the participants between 30 and 55. About one-quarter of the participants were homemakers, and most of the remainder were in either professional or managerial occupations or were married to men who were. Teachers were well represented. In terms of marital status, the participants constituted a cross section of adults with some college, with the exceptions that single, widowed, and divorced men were under-represented. Almost all participants had completed some college, and more than half had at least a bachelor's degree. They were typically active in the affairs of their community. They gave a variety of reasons for attending the program. One distinguishing characteristic was that they appeared to recognize the nature of the contribution that liberal studies could make to them.

The implications of this review, it is hoped, will be many and specific, depending upon each particular institutional setting. There appear, however, to be three types of implications of this report for persons interested in developing liberal education programs, especially for adults: promotional, research, and the locating of a particular audience.

The promotional task must be predicated upon program objectives. Once these are established, if the general audience is the target, this report provides a basis for reaching this audience in an efficient manner. If this is not the case, the program planner can try to attract the somewhat different audience in a more deliberate manner than would be possible otherwise. When the target audience is identified, the planner can both appeal to the several reasons that seem to influence adults to attend, and identify the specific publics which would be classified within the target audience. These specific publics might include: members of professional groups; older students in credit adult education programs; college alumni, both day and evening; wives of business and professional men; residents of "better" neighborhoods; and people connected with cultural and civic events.

In general the promotional challenge is to communicate as compellingly as possible with the target audience and to do so within the groups and organizations with which they are connected. For the evident general audience this is a middle-aged, middle-class group.

It may be that an institution is not interested in developing liberal education programs for the general audience described above. They might instead wish to reach a somewhat different particular audience, one composed of persons who do not now perceive the relevance of liberal studies to their lives. The primary advantage of developing a liberal education program for a potential particular audience stems from the greater specificity possible in demonstrating the relevance of the program both at the promotional and at the instructional stages. The primary pitfall of this approach is a tendency for the program to become too narrowly conceived, in both topic and viewpoint, thus vitiating the initial liberalizing intent.

Although the development of liberal education programs for potential particular audiences appears to have great value in extending the influence of these programs, the development task is great. It must be admitted that those universities which have tried this approach have met with limited results. It is difficult to develop a commitment to liberal studies from adults.

The third implication of this report is that institutions which decide to develop new liberal education programs especially for adults may at the same time increase their understanding of this audience, both for the benefit of their own institutional efforts and for the edification of the field of adult education. This may be done by summarizing information on participants. Several programs currently collect information about participants at the time of registration. This information is then reported to the persons who had worked with the program. The value of this summary can be increased by forwarding a copy, along with a description of the program, to the Clearinghouse, at The Center for the Study of Liberal Education for Adults. As more information about participants in more programs is accumulated, it will be possible to refine the tentative analysis of the audience for liberal adult education that has been presented in this report.

Some institutions may also be interested in further analyzing the factors related to the audience they attract. Often graduate students in education, psychology, or sociology are interested in a topic of this nature for research purposes. A cooperative arrangement could be of great value to both the student and the program. Some examples of the topics worth pursuing include:

1. The relation of status and status symbols to participation in liberal adult education programs.
2. A comparison of the performance on standardized instruments (measuring critical thinking, interests, etc.) of general and specific audiences.
3. A longitudinal study of adults' changes of interest in liberal education topics.
4. The degree and nature of the carry-over of liberal education programs that were directly related to a specific developmental task, compared with those that were not.

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The most gratifying outcome of this report would be an increase in the number and effectiveness of liberal education programs.

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ADMINISTRATIVE PRACTICES IN UNIVERSITY EVENING COLLEGES

ROGER DeCROW
Clearinghouse Director
Center for the Study of Liberal Education for Adults
with the cooperation of
The Research Committee of the
Association of University Evening Colleges

CENTER *for the* **STUDY OF LIBERAL EDUCATION FOR ADULTS**

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INTRODUCTION

Adult education is expanding more rapidly than any other part of American higher education. It grows by serving greater numbers in its current programs, and by devising new ways of presenting university resources to new groups of adults whose educational needs have been neglected. Unhappily, none of the excitement university adult educators feel in their work can be conveyed in this necessarily bloodless account of administrative procedures.

I hope, therefore, that readers unfamiliar with the field will look first at some of the sources listed in Appendix II. John Dyer's Ivory Towers in the Marketplace is the most general introduction to the work of university evening colleges. The Emerging Evening College by Ernest McMahon contains excellent historical material and a thoughtful examination of some major problems. James T. Carey traces the history of ten evening colleges in his report, The Development of the University Evening College. His later study, Forms and Forces in University Adult Education, is the most reliable source of information on the growth of liberal adult education, as well as an assessment of the factors which favor or impede its development in American universities.

Method of the Survey

Information for the present report comes primarily from a questionnaire returned in January and February, 1961, by 111 of the deans and directors of the 141 university adult divisions which were then members of the Association of University Evening Colleges. Eleven of the responses arrived too late for tabulation, or were descriptions of evening programs within complex university extension divisions. Some of the latter simply could not be brought into the general summary. Thus the tabulations throughout are based on 100 responses, a dream-like coincidence (not contrived!) which has greatly facilitated tabulation. These 100 include all the large institutions and a generous sample of even the smallest AUEC evening colleges, so we feel confident that both the range of practice and the modal or typical practices are accurately laid out.

The survey was instigated by the Research Committee of AUEC. Howell McGee of the University of Oklahoma, Ralph Kendall of the University of Toledo and James Crimi of Aurora College, as successive Chairmen of the Committee, have been most helpful throughout the project. Dean Crimi's advice was indispensable in constructing a questionnaire which would be meaningful to his colleagues in the field. Hermine Orear, CSLEA Staff Assistant, has done a splendid job in tabulating the data. Throughout, our effort has been simply to provide an *accurate description* of administrative practices. The report is intended primarily for the deans and directors and their staff members in the AUEC evening colleges.

Use of other studies. Frank Neuffer's similar survey and report in 1953 has served as the model and as a point of reference for comparisons. Our debt to Dean Neuffer's model is so great that the present report is still known in the CSLEA office as the "Neuffer revision."

Though James T. Carey's 1958 study reported in *Forms and Forces in University Adult Education* was not focused on administrative practices, I have extracted much useful information as a by-product of his major purpose. This study covered approximately the same AUEC sample (as well as institutions of the National University Extension Association) as our 1961 survey and used a questionnaire, supplemented by intensive interviewing in selected universities. This report is so often mentioned that I hope readers will keep in mind that data from the "1958 study" or the "Carey study" refers to this research.

In recent years several studies of relevant specific subjects have been made, often for the AUEC Research Committee. Permission to incorporate material from their studies has generously been granted by Martha Farmer (City College of New York), Ralph Kendall (University of Toledo), Richard Matre (Loyola University), Albert Jeffers (University of Connecticut), James T. Carey (University of California), Frank Neuffer (University of Cincinnati), and Brother Leo V. Ryan, C.S.V. (Marquette University).

SCOPE AND STRUCTURE OF THE EVENING COLLEGE FIELD

Most evening college work is provided by the 146 member institutions of the Association of University Evening Colleges. Though most of these are urban universities, it should be noted that some of the programs, especially those operated by the extension divisions of state universities, are located in cities of less than 100,000 in population. The AUEC institutions each year enroll roughly 500,000 evening students. Thus, a very great part of the evening class work carried on in American higher education is done by the schools described in this report. However, this is by no means all the adult education carried on at the university level, for this is not a report on the far-flung activities of the general extension divisions of the state universities, the cooperative extension work of the land-grant institutions, or the rudimentary evening programs of a great number of liberal arts colleges which are not AUEC members.

Number and Size of AUEC Evening Colleges

The number of AUEC member institutions has grown rapidly in recent years because a great number of colleges and universities have either established or increased their evening programs in the post-war period. In 1958, 22% of all AUEC respondents noted that their divisions had been organized as separate units during the eleven years since 1947. This post-war growth in number of adult divisions has continued and perhaps accelerated since 1958.

AUEC has many new members with relatively small enrollments. Observation suggests that these new members are not tardy in joining the organization, but rather, that they have recently entered the field of evening college work. While the number of respondents to Neuffer's 1953 survey with enrollments above 2,000 is almost identical to the number of 1961 respondents with such enrollment, there has been an increase in member institutions with enrollments between 1,000 and 2,000, and a sharp increase in those with less than 1,000 enrolled.

ENROLLMENTS OF AUEC EVENING COLLEGES

Enrollment in Credit Courses	Number of Institutions
1000 or less	30
1000 - 2000	24
2000 - 5000	28
5000 or more	18

Source of Support

Most evening college work is provided by urban universities, which are primarily private or church supported institutions, though the number of tax-supported universities is growing.

SOURCE OF SUPPORT OF THE 100 AUEC INSTITUTIONS REPORTING

Source of Support	Number
State	19
Municipal	10
Private	43
Church	26
Mixed	2

Names

The traditional name "Evening College (division or session)" is still used by 55 schools; 11 are called "University College." "Continuing Education Division" is used by 10, and "School of General Studies" by five. Examples of other names: "College of Adult Education," "Community College," "Division of General Education and Extension Services," "Division of Summer Sessions and Evening Classes."

Geographical Concentration of Work

Only 20% of the reporting universities offer 10% or more of their courses in off-campus locations. Surprisingly, only 8% report that off-campus work has greatly increased, while 13% stated that it has actually decreased. Thus, despite increased transportation problems in most large cities, there appears to be no trend toward establishment of evening college branches. The reasons sometimes advanced for not establishing branches are: shortage of faculty, suitable classroom space, parking problems, reluctance of faculty to travel, faculty feeling of security in familiar location and reluctance of accrediting agencies to accredit work.

Ten institutions reported to the AUEC Research Committee in 1961 that they operated two centers for class work other than their home campus; another ten reported three such centers; and a few others operate a great number of off-campus centers. About 75 AUEC members operate in one location only, on the university campus. (AUEC Newsletter, March, 1961, p. 3.)

Organizational Structure

James Carey in two studies of the adult division in American higher education has suggested a "life cycle" development which most (but not all) evening colleges have seemed to follow. Typically evening classes are first presented by the residence departments when they observe the needs of employed persons for such a program. Shortly, confusion arises from the fact that many departments have independently initiated courses which compete for space, faculty and other resources. At this point a director is often appointed to "coordinate" the evening programs and to see that essential student services are provided in the evening. He may be at first a part-time director, but his appointment formalizes the intention of the university to provide an evening program. As the program grows, its need for increased autonomy and freedom from departmental domination may be recognized by appointing a dean to head the division which now functions much as any other college in the university.

Some evening colleges, of course, have not followed the various stages of the "life cycle" which is simply a way of summarizing the typical development of organizational structure in the evening college. In recent years it has seemed, too, that the strong, autonomous evening division with substantial control over its own operation may not be the final stage of development in many cases. Some evening colleges of this type have moved to establish the evening credit program as the responsibility of all the departments, with the evening college coordinating the program or taking the lead in the development of non-credit programs.

In 1958 the AUEC institutions reporting illustrated all of the "life cycle" stages. In about 21% of the institutions formal control of the evening operation rested with the residence departments of the university; in 34% formal control rested with a full-time director of the adult division; and in 41% formal control was in the hands of an evening dean, with the division functioning much as any other college in the university.

Most deans and directors felt the organizational arrangements in their division highly satisfactory. Forty-nine per cent, however, volunteered suggestions on how the evening division could more effectively be related to the parent institution. These comments stressed the need for a greater voice for the evening division in the selection of faculty, the development of evening curricula, and other matters. For an attempt to relate organizational structure to the programming of the adult divisions see Forms and Forces in University Adult Education and The Development of the University Evening College by James T. Carey.

CURRICULUM

Degree Programs

The parent institutions of all AUEC evening colleges offer full programs leading to degrees. A substantial part and in some cases all work for a degree may be done in the evening division. Reflecting the nature of the universities whose programs they are extending to the part-time adult student, and the needs of the communities in which they operate, many evening colleges have heavy concentrations of enrollment in particular subject areas. An attempt is presently being made by a joint committee of AUEC and the National University Extension Association to collect enrollment data by broad subject field in university adult education. This will give an interesting indication of the number of American adults pursuing further education in many subjects. In the present study, which was not intended as an enrollment study, the respondents were asked to estimate the proportion of their enrollments in the three areas (other than liberal arts) which we expect are the most often studied. These are business, engineering and education.

PER CENT OF ENROLLMENTS IN THREE SUBJECT AREAS
(94 AUEC Institutions Reporting)

Percentage of Total Credit Course Enrollment	Number of Institutions		
	Business and Commerce	Education	Engineering and Technical
0 - 20%	36	76	78
21 - 40%	35	16	10
41 - 60%	18	1	3
61 - 80%	2	0	2
81 - 100%	3	1	1

Control of degree programs. Twenty-one per cent of the respondents indicated that the evening college itself decides whether a particular course may be given for credit. All others must obtain some form of ratification from the residence departments of their universities.

A series of questions asking whether the evening college itself controls the content of degree programs proved, on further investigation, to be too ambiguous to produce reliable responses. Without question, however, Neuffer's generalization from the 1953 study is true today.

> In the main, control over evening division undergraduate and graduate degree programs is either vested in one or more day units, or is held as a kind of veto power by day units.

Nevertheless, there are clear indications that the evening colleges desire to adjust traditional degree programs, whether in content or method, to make them more suitable and workable for adult students. Twenty-four institutions, for example, may modify and adapt undergraduate degree programs given in the evening college; three indicate they may do this with graduate degrees.

Honors programs. Nine schools have developed "honors" programs. Outstanding students are encouraged to do individual research or independent study; special courses, seminars or tutorials have been developed; in one institution the time for a degree may be reduced by participation in three honors seminars.

Special Adult Degrees

Fifteen AUEC members report that they have developed degree programs which are designed especially for adults. Examination of the brief comments describing these programs shows that several of these are essentially very slight modifications of the undergraduate degree programs. For example, the specialized and liberal components may be taken in a different sequence; some business degree programs given by the evening college are more specialized than the residence program (others are less so); the liberal education parts of some business degree programs have been redesigned for the adult students; provisions for advanced standing are more liberally provided in some evening degree programs.

Several other responses indicate that special liberal education degree programs have been devised by some institutions. The descriptions given and some examination of catalogs show that these programs roughly approximate the general education liberal arts programs for undergraduates, perhaps with modifications in the areas or degree of concentration, but without *drastic* departures from the traditional formats and methods. Some of the degree titles are: B.S. in General Studies; B.A. in Extension Studies; and Bachelor of General Education.

Finally, there are several vigorously experimental programs which exploit fully many of the methods which have proved effective in adult learning: use of tutorials; non-residential techniques of independent study; full use of advanced placement. Examples of these are the Brooklyn College experiment reported by Bernard Stern and Ellsworth Missall in *Adult Experience and College Degrees* (Cleveland: Press of Western Reserve University, 1960) and the University of Oklahoma Bachelor of Liberal Studies Program which is outlined in the article, "The Bachelor of Liberal Studies Degree" in *Adult Education*, Winter, 1961.

Certificate Programs

Sixty institutions responded to the request for titles, subjects and credit hour requirements in certificate programs or degree programs of less than baccalaureate length. Vocational and economic motivations of the students clearly influence the development of these programs. Business-related subjects and those related to engineering and technology are extremely common. Many professional or semi-professional fields are being served with less than degree length programs, e.g., librarianship, police administration, military science, radio and dramatic production, and many others. Associate degree and certificate programs in liberal and general education subjects have clearly grown in number from the 11 reported in the 1953 survey.

The remarkable diversity of certificate programs is evident both in the variety of titles and subjects reported and in the differing number of credit hours required by various institutions in what are sometimes very similar programs.

This is clearly an area where further study is needed. For those wishing to do further study, the material collected from this study is available through the Center for the Study of Liberal Education for Adults. Albert Jeffers of the University of Connecticut has recently completed a study of similar programs in institutions of the National University Extension Association, many of which are, of course, also AUEC members. Some passages from his report suggest considerations which are probably equally applicable to AUEC.

> Most of the responding institutions felt their services (in certificate programs) were seriously hampered by inadequate budgets, personnel, and facilities; however, they did anticipate continued expansion. The newest course offerings were in the fields of management and leadership. The most successful courses were in the vocational field where immediate recognition was given both financially and in terms of personal advancement. Liberal arts courses were least successful, although most educators expressed a need for courses in this area.
>
> There is a need for more research on the factors necessary to develop successful liberal arts (certificate) programs in adult education departments. A further study should be made to develop a classification system, standardize titles and functions within adult education departments, and to ascertain the purposes of non-credit adult education programs.[1]

Non-Credit Programs

Though the principal work of the American evening college is the extension of the university's academic program to adult and part-time students, invention, imagination and diversity characterize another aspect of the evening college field—the non-credit programs. James Carey, in his "adventure in statistics," the analysis of an enrollment supplement to his 1958 study, estimates that at least as many individuals are enrolled in these programs as in the credit courses given by AUEC institutions.

Learning formats. This participation is usually in a class shorter in duration and less extended in subject content than are credit classes. These are supplemented, however, by a vigorously inventive array of learning formats (often used in combinations) which have proved effective in the teaching of adults.

Short term conferences and institutes have rapidly increased. Longer residential experiences have grown more common as more universities acquire the facilities for such programs. Radio courses are still given and, of course, the use of television has burgeoned. Study-discussion programs typically using especially trained "lay-leaders" have involved thousands of participants in many universities. Several AUEC institutions have acquired theaters or concert halls, and are engaged in systematic cultural programming for their communities. These examples suggest the imaginative experimentation which has become commonplace in the American evening college.

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[1] Albert L. Jeffers, "A Study of the Organization and Administration of University Non-Degree Credit Certificate Programs for Adults" (Ph.D. dissertation, University of Connecticut, 1961).

TYPES OF NON-CREDIT PROGRAMS PROVIDED BY RESPONDENTS

Number of Institutions	Formats
67	Non-credit classes
57	Short, non-credit courses
54	Conferences, institutes, workshops
23	Concerts, lecture series
23	Study-discussion programs
19	Film programs
13	Regular programs on educational television station
8	Correspondence study
7	Regular programs on commercial radio station
5	Regular programs on university owned radio station

This list does not exhaust the AUEC activities. "Other" services were noted by many respondents, e.g., directed reading programs, operation of film libraries, use of field workers in the arts, commercial television courses, consultant services to community agencies and provision of testing and counseling service to adults.

Non-credit subject areas. Diversity of format is matched by the range of subject matter developed in non-credit programs.

PROGRAM AREAS NON-CREDIT COURSES IN OPERATION

Number of Institutions	Program Areas
50	Humanities
45	Vocational, technical
44	Social sciences
40	Civic and public affairs
37	Arts and crafts
30	Remedial special education
28	World affairs
28	Physical sciences
22	Family life
18	Recreational activities
17	Homemaking
16	Biological sciences

New program areas. Successful new programs and techniques were volunteered by the hundreds. The following list has been abstracted to suggest the range and diversity of non-credit programs which may be devised in response to educational needs of the community.

EXAMPLES OF NON-CREDIT PROGRAMS

Variety of Subjects

Contemporary Music Seminar
Psychology and Psychiatry in Everyday Life
History of Scientific Thought
Philosophy of Communism
Semantics
Genealogy
Highlights of (State's) History
Space Education Institute
Industrial Chemistry
Food Marketing
Theory and Application of Transistors
Fundamentals of Digited Computers
Defense Contracting
Stock Exchange
Hotel Management

Special Audiences and Programs

Alumni—Liberal Arts Courses
Community Leaders—Liberal Arts Seminars
Community Leaders—"Metropolitan Problems"
Community Service Clubs—Liberal Arts Programs
Government Personnel—Institute on Professionalization of Law Enforcement Personnel
High School Graduates—Summer Course in College Skills
Foreign Born Persons—Advanced English
Ministers—Psychology as Basis for Counseling
U.S. Air Force—2-Week Management Development Seminar
School Administrators—Institutes on Budgets, Bus Operation, etc.
Utilities Supervisors—Residential Management Development Program

Novel Techniques

"Tel-Lectures"—Lecture Series with Speakers on Telephone Hook-up
"Metroplex Assembly"—Use of Television with Discussion Groups
Quarterly Calendar of Cultural Events
Published FM Radio Program Guide
Residential Week-Ends (e.g., modern art, international affairs, personality and culture)
Distinguished Visiting Professor
Programs for Parents and Children

Special Audiences

A lively awareness of the possibilities for serving the educational needs of the American adult population is evidenced in the host of new programs and new audiences for non-credit courses reported.

Education of women. Now that the right of women to higher education is taken for granted, drastic changes in the typical life pattern of American women are provoking a "second revolution" in the education of women. The marrying age is younger. Thus, "feminine fall-out" in the early years of higher education is great. Yet the average American woman has her last child entering school when she is only 32 with most of her active years ahead of her. Adjusting the pattern of higher education to this discontinuity typical of the life of women is a problem which university adult education may be helpful in solving.

Thirty-six AUEC respondents report offerings especially designed for women. For the most part these are short courses on subjects of particular interest to women: law for women, psychology for mothers, institutes for women in business, liberal arts for housewives, even "charm" courses and flower arranging. These programs are extremely useful, of course, and it must be remembered that the regular credit program in every institution serves many women.

Several AUEC evening colleges, however, have gone further to develop coordinated programs for women. These include special counseling and guidance services aimed at retaining women in part-time study during the child-rearing years, and experimental seminars and courses for women.

Programs for retirement and aging. Two colleges have developed special programs for older people. Others allowed reduced tuition in some or all of their courses for persons over 60.

Travel groups. Twelve institutions sponsor travel tours either in the United States or abroad. In some of these, credit may be obtained when supplementary work is done. Most include some type of class participation or preparatory study.

Other audiences. Hundreds of special groups were listed by the AUEC respondents when asked to mention groups for which they have developed new programs within the last two years. The following list is a sample only.

NEW AUDIENCES OF NON-CREDIT PROGRAMS

- World Affairs Council members
- State roads engineers
- Relatives of blind persons
- Municipal government personnel
- Honor students from high schools
- Community leaders
- Film enthusiasts
- Leaders of women's clubs
- Members of Junior Chambers of Commerce
- Professionals—doctors, lawyers, dentists
- Real estate agents
- Social workers from community agencies
- Management personnel from the Tool and Die industry
- Petroleum engineers
- Small business men
- Science teachers
- Volunteer hospital workers
- Hospital supervisors
- Women with business interests
- U.S. Air Force personnel
- Veterans Administration personnel
- Police officials
- Members of religious groups

Non-Credit Program Development

Cooperative programming. Cooperation with community groups is as frequent in non-credit programming as in the development of certificate programs. Business, industry, and labor unions are widely served. Cooperative programming with other educational agencies, professional groups, and government agencies is rapidly growing as the following sample of the many agencies involved indicates.

COOPERATING AGENCIES

Educational Agencies

- Governor's Commission on Education
- University Traffic Institute
- Association of Teachers of Chinese Language and Culture
- State Department of Instruction
- Council of P.T.A. Association
- (State) Education Association
- District School Business Managers

Professional Associations

- (State) Medical Association
- Society of Professional Engineers
- Society of Certified Public Accountants
- Instrument Society of America
- American Society for Quality Control
- Association of Credit Managers
- Advisory Council for Adult Education
- Bankers' Association
- National Secretaries' Association
- International Association of Chiefs of Police

Governmental Agencies

- U.S. Air Force
- U.S. Naval Inspection Department
- Municipal Governments
- Small Business Administration
- Tennessee Valley Authority
- Atomic Energy Commission
- Federal Housing Authority
- Federal Reserve Bank
- Federal Law Enforcement Officers
- Sheriff's Office
- Departments of Public Health, Safety and Welfare

Others

- Art Association
- Federation of Women's Clubs

COOPERATING AGENCIES (Continued)

American Automobile Association	Camera Club
China Institute in America	Heart Association

Initiation and planning of non-credit programs. Some 60 respondents commented briefly on the procedures by which non-credit programs are initiated and developed. No two are the same, of course. An impressionistic summary based on reading the responses may indicate, in general, what the process is like in the typical evening college.

Non-credit programs are developed informally rather than by textbook curriculum development procedures. There is seldom any systematic examination of the educational needs of a community, i.e., no one mentioned studies based on census data, charting of population movement, analysis of social trends, etc. It is known that some evening colleges do these studies, but apparently seldom in search of non-credit program needs.

The idea for a program may come from almost any source: business, community groups, or individuals; administrators or teachers in the evening program; faculty members of the day departments; advisory committees of community leaders; janitors; field workers or liaison staff members working with business and industry; faculty advisory committees, or the examination of programs of other institutions. One cannot escape the impression that far more programs are initiated by requests or action from outside than from planned program development by the evening college staff. Several administrators stated in effect, "So far from inventing a program, we are hard pressed simply to keep up with the most urgent demand."

Typically, if the idea has not originated with a community group or agency, contact with such a group is made. Specific planning is often a cooperative process between the potential audience, and the evening college staff. A key step is the location of a suitable instructor, who is then drawn into the planning. Cost estimates are made and the economic feasibility of the plan assessed. The new program is accepted by the evening dean and staff and very often submitted to the relevant day department or to a faculty committee for ratification.

Thirty-five evening colleges have staff members specifically assigned to the development and administration of non-credit programs.

Several deans expressed their strong preference for assigning staff members to a subject area. For example, all programs in the humanities may be the responsibility of one person competent in that field, regardless of the credit status of the programs or the format and techniques being used.

What makes a course non-credit? Since most non-credit courses are derived through evening college initiative, often in close collaboration with a community or professional group, they are "tailored" to particular educational needs. How is it determined that the course should bear credit or not? The most frequently mentioned criteria in making this decision are: the motives of the students, the complexity of the subject matter, and the length of the course. All these factors and others are typically considered, though in some institutions an almost mechanical solution to the dilemma has been found: any course not found in the catalog of the residence departments is non-credit. In a number of evening colleges a further differentiation is made between courses which carry credit toward a degree and others in which the credit may be applied only in a certificate or diploma program of less than degree length.

It can never be assumed without further investigation that a non-credit course is inferior in any way, for many of these examine extremely esoteric subject content with an intensity and intellectual rigor seldom seen in undergraduate credit programs.

TIME SCHEDULES

Semesters or Quarters?

Eighty-six of the reporting AUEC institutions operate on the traditional semester basis, 11 have adopted the quarter system and three have other schedules, e.g., the trimester plan at the University of Pittsburgh. The typical reason for operating an evening college on one or another schedule is to "comply with the day school set-up." Advocates and opponents of the quarter system, however made the following arguments.

Advantages of quarter system:

- Courses more concentrated and student takes fewer per term
- Better break with the holidays and seasons
- Facilitates use of full year
- Allows repeating curriculum cycles at least twice a year
- Allows employed persons to attend more classes per year

Disadvantages of quarter system:

- Content has to be covered rapidly, less time for outside reading
- Increases promotion, registration, grade reporting by 50%
- All administrative procedures more costly
- High drop-out rate in spring quarter

Length and Frequency of Class Meetings

The evening class which meets three times a week for one hour sessions is now very rare. The typical schedule is a one and one-half hour session meeting twice a week, while the once a week session of two and one-half or three hours has grown very common.

EVENING CLASSES MEETING
ONCE A WEEK

Percentage of Classes	Number of Colleges
Up to 50%	41
50 - 75%	16
75% or more	43

LENGTH OF EVENING CLASS MEETINGS

Class Period	Number of Colleges with 50% or more of Classes
1 - 1-1/4 hour	5
1-1/2 hours	26
2 hours	18
2-1/2 hours	15
3 hours	24

Time of Class Meetings

Spreading the "evening" program to other times of the day has been successful in many institutions.

Late afternoon. Two schools report over 25% of their classes are held in the late afternoon hours; 12 others report between 10 and 25% of their classes at this time.

Early morning. Early morning classes are reported in nine institutions with the Continental Classroom and locally produced TV classes the most often mentioned. English for the foreign born, police science, mathematics, and life insurance have also been successful in the early morning hours.

Daytime classes. Daytime classes have been successful in 12 schools. These are typically liberal arts (especially painting) courses for housewives, or science, mathematics or engineering courses for workers in research agencies. Two schools report a wide range of course subjects which have been presented during the day.

Saturday classes. Saturday classes, especially in education, are in operation in 47 evening colleges. Six institutions take advantage of the availability of laboratory facilities on Saturday. Business courses are reported by seven schools and, again, a few schools have successfully provided Saturday classes in a great many subjects.

THE EVENING STUDENTS

Admission Policies and Practices

Admission to credit programs. Of the schools reporting, 50% note that admission requirements in evening credit programs differ from those for admission to credit programs in the day division of the university. The differences mentioned all suggest that gaining admission to the evening program is easier, or at least, less formalistic and tedious than entering the day division. In no case was there any indication that evening students were being more carefully screened or examined than the day students.

The difference in admission requirements mentioned most frequently is the omission of college board examinations for evening students. Other differences were noted, however, by a number of institutions.

Part-time students not allowed in the day program
Transient students not allowed in the day program
No students over 25 years of age allowed in the day program
Day students must be from top half of high school class
Personal references required of day, but not of evening students
Health examinations required of day, but not of evening students
Formal matriculation required of all day students

Age restrictions. Almost without exception university adult divisions require their entering students to be high school graduates. However, many allow high school students to take evening college work concurrently, with the advice and permission of the high school principal or counselor. Thus high school students are discouraged from dropping out of high school before graduation with the thought of shortly enrolling in the evening college. However, the use of college courses to enrich the high school curriculum of superior students is encouraged. During recent years, with so much discussion of accelerated programs and the difficulty of gaining college admission, one dean has noticed a trend on the part of over-zealous parents to push their youngsters into college enrollment while they are still in high school. This he, and apparently many of his colleagues, feels must be controlled through consultation with high school officials.

Some evening divisions require a minimum age of 20 or 21 if the applicant is not a high school graduate.

Six institutions note a minimum age of 20 or 21 regardless of whether or not the applicant is a high school graduate. Several suggest that only young people of some maturity with at least some fragment of life experience can easily, comfortably, and profitably fit into the quick pace of classrooms filled with more mature and experienced adults.

Admission of students dropped from the residence program. Forty-five institutions report that students dropped from the residence departments or those not acceptable to them for scholastic reasons may enroll in the evening program. Such admission, however, is invariably restricted by one or several of the following conditions which keep the evening college from becoming a dumping ground for low caliber people.

Student must obtain recommendation from an academic standards committee and special permission from the evening college dean.
One year (or one semester) must elapse before admission is considered.
Students may enroll on probationary basis to prove ability by grade average.
Enrollment limited to non-degree (or non-credit) basis.
May enroll only if changing scholastic objective, e.g., students dropped from an engineering program may be admitted to business administration program.
Student may enroll only with permission of day unit from which dropped.
May enroll for limited program if not admitted to day program solely because of low examination scores.

Admission procedures. The most frequent requirement for admission to evening college credit programs is presentation of a high school record, required by 82% of the AUEC institutions. Eleven schools report that there is no other requirement for admission. Only 13 of the 82 institutions noted that they require a particular high school grade average. In every case a "C" average was adequate.

Examinations. Some type of entrance examination is required by 53 institutions. The most common tests used are the General Educational Development Test (GED), and the two provided by the College Entrance Examination Board (CEEB), American Council on Education Psychological Examination (ACE), and School and College Ability Tests (SCAT). Others mentioned but used by only a few institutions are: Iowa Mathematics Test; Ohio State Psychological Exam; California S-F Test of Mental

Maturity; English Reading Comprehension; subject exams designed by the college itself. Though they were asked to state the required scores for these exams, most respondents did not give this information; many noted that they do not have arbitrary requirements on these examinations. Two mentioned 35% and 40% on the GED; 450-475 was listed by two users of the CEEB; 50% on the Ohio State Psychological Exam was mentioned once.

Other requirements. Fifty-two per cent of the evening colleges require the student to submit for evaluation any previous college records: 50% asked for personal interviews; 27% check personal references. Many respondents went out of their way to emphasize that their admission requirements and procedures are flexible enough to take into account special conditions and unusual circumstances in the lives of their students. Most evening colleges base their judgments on all the evidence of a student's ability to do university level work rather than on a single measure or a mechanical set of procedures.

Retention in program. Evening colleges are not likely to allow poor students to struggle on indefinitely. Ninety per cent insist that students maintain a stated grade average if they are to continue to register in the credit program. Five schools are satisfied with any "passing" grade, but the overwhelming majority insist on a "C" or 2.00 average based on the 4 point system. Ten institutions report sliding scales; for example, 1.6 after 30 semester hours, 1.8 after 45 hours and 2.00 after 60 hours; or 1.25 for freshmen and sophomores, but 1.50 for all above this level. In some schools students are automatically dropped after two failures in the same course.

In about one-half the reporting institutions, the evening college administration apparently has no way of knowing that a student's work is unsatisfactory until the course grades are reported. Presumably, no special counseling or assistance can be supplied, other than what is provided by the individual instructor. In 43% of the evening colleges, however, a system of identifying poor students is used at some time during the course. For the most part, mid-term exams serve this purpose. Some institutions use special or deficiency reports at the end of six or ten weeks to signal that the student is not doing passing work or is falling below the required grade average. Absence reports are used by only three schools; only one mentions consultation between the instructor and student advisors. Yet 85% of the respondents note that persistent failure to attend classes may cause the student to be dropped from the college. Seventy-nine per cent report some formal system of probation for those whose course work is marginal. Finally, there is, of course, a tendency for the students to remove themselves when they see that they cannot cope with the requirements.

Registration procedures. Evening college deans are constantly seeking ways of alleviating the congestion and inconvenience of registering their students. In balancing the freedom and convenience of allowing students to register at any time against the extra staff time and cost of such procedures, it appears that advance registration periods for students already enrolled and the increased use of mail registration have been the most useful devices.

REGISTRATION PROCEDURES USED
IN 100 EVENING COLLEGES

	Number of Institutions
During formal registration period only	80
Students may register at any time	5
Advanced registration period for students already enrolled	40
Registration allowed by mail	27

Limiting the load. Most evening colleges have learned from experience that employed adults, many of them with family responsibilities, simply cannot carry a full schedule of university courses, however eager they may be to do so. Thus, limits on the amount of work students may attempt are reported by 80% of the responding institutions. The limit varies from six hours in many institutions to as many as twelve in a few. Three schools limit only those who are employed full time; some limit only those who are on probation; and again, several point out that they are willing to make exceptions if a student demonstrates that he can do more work well.

Auditors in credit classes. Though many evening colleges allow auditors or non-credit enrollments in the regular credit courses, comments on the advantages and disadvantages of this procedure indicate mixed feelings on its advisability. Many deans note that they require the same fee from auditors to discourage the practice; others openly try to discourage it. The negative comments center on the possibility that these students may be less well prepared and less hard working, thus threatening the quality or the pace of the credit students. The second disadvantage seems to be that some of the auditors, when they see that they are doing well in the course, seek permission (which, of course, cannot be granted) to change their enrollment to credit status. "The non-credit student uses this situation sometimes for unjustified appeals in presenting his case for transfer to credit status." Drop-out rates among auditors may be higher.

The chief advantage of this arrangement, according to the respondents, is that it provides an opportunity for students to study the subject matter they are interested in without the formalities of examinations, etc. Furthermore, it insures that they receive good quality instruction. It is extremely helpful to many foreign students. And, finally, several deans insist that it typically improves the quality of the class. "It tones up the class—especially if the non-credit students have degrees or are older."

On the whole, however, the negative or unenthusiastic remarks outnumber the positive.

Provision of Student Services

Counseling and guidance. Sixty-four per cent of the AUEC respondents indicate that they have "specially designated and trained staff members for counseling and guidance." It may not be assumed, however, that these are full time counselors or psychologists; they are much more likely to be administrative staff members or instructors who are providing these services as part of their regular duties. This is made clear by the small number of full time appointments of advisors, counselors and psychologists reported by the 93 AUEC institutions which responded to Martha Farmer's questionnaire on this subject in November, 1959. Nevertheless, there is a growing tendency for evening colleges to provide testing services and counseling which go beyond routine programming of required courses. Sixteen institutions, for example, report that they provide academic aptitude or achievement testing to at least 10% of their students. Nineteen schools provide counseling for personal problems not arising directly from academic work to at least 10% of the student population, and in 8 institutions such services are used by 20% or more of the students.

Student services and activities. The AUEC evening colleges provide a wide array of services and activities for their students. They apparently try to involve the students directly in the operation of services. The following table describes the most common activities and those most often sponsored or operated by the students themselves.

PROVISION OF STUDENT SERVICES AND ACTIVITIES

Number of Institutions		Student Operated or Sponsored
44	Evening college newspaper	24
33	Student government	29
23	Fraternity	17
19	Reduced rates for university programs	1
20	Health services	1
61	Cafeteria or provision of meals	5
61	Canteen, snack bar	4
46	Social activities	40
12	Other	5

Farmer found student organizations functioning in 57 institutions, student-faculty committees in 15, and, in general, her findings on social activities confirm the impression that many evening colleges are lively places with the students carrying on a wide range of extra-curricular activities.

Nevertheless, 67 of the 100 colleges reporting do not have a student government, 77 have no evening fraternities, and 54 apparently have no social activities for their students. This derives in part from the settled conviction of many deans that extra-curricular activities of any significance are neither needed nor possible in evening colleges. Indeed, only 34 of the respondents asserted that they feel such programs both possible and worthwhile. The term "evening college" covers a great variety of institutions. In some of them the students are almost entirely mature adults with family and employment responsibilities in addition to a settled pattern of activities. Who would expect these students to need dances, fraternities and all the other social paraphernalia we associate with undergraduate life on the college campus? Other AUEC colleges may more nearly approximate typical residential colleges, with students averaging in the early or middle twenties. In these institutions more activities would be demanded by the students. Certainly there are deans who stoutly insist that student activities outside the classroom can and should be a meaningful aspect of any evening college.

In her study of counseling, student activities and services in the AUEC institutions, Martha Farmer discovered that her 93 respondents fell into four categories based on their degree of activity in student personnel services.

31 have well developed student personnel and student activity programs
19 have partially developed student personnel and student activity programs
16 have joint day-evening student personnel and student activity programs
27 have no student personnel and student activity programs

Here is her description of the program of a typical evening college in the first category, one which has thoughtfully attempted to develop its program.

> College "A" has a student personnel and student activity program. Its total enrollment of 4,070 students includes 1,500 baccalaureate and 350 associate candidates. One hundred and fifty students are working for a certificate or special diploma, the requirements for which were worked out by the college and the municipal government to meet civil service standards. There are 300 students taking courses toward master degrees. Non-degree students (1,300) are admitted to the college as space permits. The local high school and library provide facilities for 370 students taking adult education courses.
>
> The college is headed by a dean, who holds an appointment carrying tenure. His concern is the over-all administration of the evening college. He works during the day, but does schedule seven hours a week during the evening. At this time he sees, by appointment, students, and members of his teaching staff who work during the day.
>
> He is aided by an assistant dean, whose annual appointment does not carry tenure. The assistant dean holds office hours one evening a week on a night when the dean is not at the college.
>
> Six faculty members, having combined day-evening status, give curricular guidance to the evening degree or diploma candidates. They

each spend two hours per week in this area, which is deducted from their total instructional load.

Personnel Services. The primary responsibility for the student personnel services is encumbent on a full time counselor, who serves on an appointment that does not carry tenure. He and his three part-time assistants work during the evening. Their responsibilities include supervision of student activities and referral of students to other personnel services.

The personnel of these services available during the evening hours includes:

1. three psychological counselors, three hours each, per week
2. one placement officer, two hours per week (an unemployed evening student may use the day service)
3. one health guidance specialist, eight hours per week
4. one loan officer and one financial advisor to student organizations, five hours each, per week (the loan officer is responsible for the evening loan fund as well as national defense and state aid loans).

Student activities. College "A" has a student government, a newspaper, and eight clubs. They are housed and function in a student union building. An assistant student union director is responsible for running this facility. His primary responsibility is to the day student union, so his evening hours are limited. The student union is supported by financial assistance from the college. In addition, a \$3.00 union fee is charged to cover its evening operation. It sponsors one large event per year for the students.

There are two honorary organizations open to the students. All clubs are required by the college to have faculty advisors. There are two student-faculty committees which are concerned with the student union and extra-curricular activities.

A student activity fee of \$5.00 per term is charged the students at registration. This is used to finance student government, newspaper and student organizations. The student government conducts two fund-raising drives per year, one for World University Service and the other for evening student loan fund. The clubs hold five major events during the school year to which all the students are invited. In addition, the student activity division sponsors a reception each term and an annual awards night dinner.

Freshmen orientation includes a tour of the campus followed by a reception for the freshman students.[1]

Bookstore and library facilities. Most evening college work is done on the campus of the university; a great part of the program is typically very similar to that of the residence divisions of the university. It is not surprising, then, that in 90 institutions no special book provision is made for evening students, for they use the university library on the same terms as any other students. In 15 colleges a basic book collection is maintained for the evening students. Thirty-nine have cooperative arrangements with public libraries. Though most evening students could quickly point to faults in this system, few evening deans are likely to do much about it since only 31% feel that students make adequate use of the library facilities presently available.

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[1] Martha L. Farmer, "Student Personnel Services" (The AUEC Annual Conference, San Francisco, October 30-November 3, 1960, Proceedings, pp. 75-81).

Neither are bookstores for evening students very common, though six colleges make texts and required readings available and an additional ten also provide a general bookstore.

TUITION AND FEES

Tuition Rates

Fall, 1960. Tuition rates were reported by 98 AUEC institutions. The rates of privately supported institutions are, of course, higher in most cases than those of the tax-supported schools. Separate analysis of the municipal universities' tuition rates with those of the state universities shows that there are no significant differences between them, therefore, they are reported together under "tax-supported universities."

TUITION FOR EVENING COLLEGE CREDIT COURSES

Universities on Semester Basis				
Fee Per Credit Hr.	Tax-Supported Universities		Private Universities	
	Undergraduate (24 Reporting)	Graduate (20 Reporting)	Undergraduate (62 Reporting)	Graduate (37 Reporting)
$ 6 - $ 9	6	2	0	0
$10 - $14	15	9	7	0
$15 - $19	0	4	14	6
$20 - $24	2	4	19	7
$25 - $29	0	0	10	8
$30 - $34	1	1	9	9
$35 - $39	0	0	1	3
$40 & Over	0	0	2	4

Universities on Quarter Basis				
Fee Per Credit Hr.	Tax-Supported Universities		Private Universities	
	Undergraduate (7 Reporting)	Graduate (4 Reporting)	Undergraduate (5 Reporting)	Graduate (2 Reporting)
Less than $10	3	2	0	0
$10 - $19	4	2	3	0
$20 - $29	0	0	2	2

Steady increase in tuition. As in all of higher education, evening college tuitions have risen steadily and 33 institutions anticipated in January, 1961, that they would increase their rates again in the fall of 1961. They planned the following percentage increase over their fall of 1960 tuition schedules.

PER CENT OF TUITION INCREASE EXPECTED FOR FALL, 1961
(33 Institutions Reporting)

Percentage of Increase	Number of Institutions
Less than 10%	5
10% - 20%	20
Over 20%	4
% not determined	4

The tuition climb is most clearly seen over a period of several years. Some respondents noted their own surprise when they calculated the percentage increase in a five year period (1955-60).

PER CENT OF TUITION INCREASE BETWEEN 1955 AND 1960
(90 Colleges Reporting)

Percentage of Increase	Number of Institutions
Less than 20%	13
20% - 29%	26
30% - 39%	16
40% - 49%	12
50% - 74%	18
75% and over	5

Those institutions best able to hold the line on tuition increases tend to be tax-supported universities, but this is a tendency only, for a number of state and municipal universities are among those with the highest percentage increases. Nor does comparison of the 17 colleges which have kept their increases below 20% with those driven to increases of 50% or more reveal any other factor, e.g., size, location, source of support, density of enrollments in particular subjects, to explain the differences. The largest increase reported was 86%, while four institutions miraculously avoided any increase in the 1955-1960 period when all costs of higher education were soaring.

Reduced charges for auditors in credit classes. As noted, evening college administrators and instructors have, at best, mixed feelings about the wisdom of allowing auditors to participate in credit classes. Only 13 institutions report lower charges for the non-credit students enrolled in credit classes. The reductions they allow, however, are substantial: six reduce the fees 50% or more, while six more allow 25% to 49% reductions.

Fees and Assessments

The following tables indicate the number of reporting evening colleges assessing certain types of fees and the amounts charged. Since there were 100 institutions in the sample, it is apparent that in every case except late registration, a majority of the schools do not charge a fee for the particular service performed.

REGISTRATION FEES CHARGED

Amount Charged	Number of Colleges
None	64
Less than $5	12
$5 or $6	19
$10	4
Over $10	1

LATE REGISTRATION FEES CHARGED

Amount Charged	Number of Colleges
None	22
Less than $5	37
$5 or $6	34
$10	6
$15	1

Other fees. Twenty-three schools report "student activity" fees, for the most part $1 or less per semester. The few rates above $5 are usually described as optional or for full-time students. Some include this charge in a general fee which may cover health and other assessments.

Library fees, ranging from $1 to $6 per term, are assessed by eight institutions. Two schools charge a $5 library deposit which is returned (all or in part) at the end of the semester.

Health fees are charged by seven schools.

Twenty-one respondents report parking fees which may be by semester (typically $2.50 to $5.00) or by the day (range: 10¢ to 50¢).

Other fees were reported for: laboratory; "make-up" exams; transcript of records; deferred payment of tuition; graduation or diploma.

Financial Assistance to Students

Evening part-time students labor under a disadvantage in that they typically cannot qualify for most scholarships dispensed by their universities. Evening deans have stirred action to improve this situation and 38 report that they now have some scholarships available to evening students. Tuition loans are provided by 33 institutions, but they benefit only a small part of the student body. In only one school were more than 15% of the students attending with the help of loans, and in most cases far less than this benefited.

Installment payment of tuition. Seventy AUEC schools allow delayed or installment payment of tuition. It appears that this provision is helpful to a great number of students.

INSTALLMENT PAYMENT OF TUITION
(70 Schools Reporting)

Percentage of Students	Number of Colleges
Less than 20%	13
20 - 40%	18
40 - 60%	9
60 - 80%	15
80 - 90%	4
No percentage given	11

At least one institution has experimented with a plan for saving in advance for tuition payments by allowing small weekly deposits.

Tuition Remission Plans

A great boon to evening college students has been the rapidly increasing practice in business, industry and many other agencies of paying all or part of the tuition for employees attending school. In the post World War II years shortages of trained personnel and an almost desperate need to up-grade employees' skills have driven business and industry to make fearful demands on all parts of American higher education. One of the most common devices to encourage workers to further education is company payment of tuition. The plans and formulae by which various companies accomplish this are diverse, ranging from petty schemes which guarantee payment only after the student has successfully completed the course with a high grade, to some very enlightened plans which provide extra payment to the university in recognition of the fact that tuition never covers all educational costs.

The huge demand for educational service to business and industry has deeply affected many parts of higher education including the evening college. For an analysis of this development and some of the questions it raises (e.g., what types of training programs are properly university sponsored, and just how much of this direct service can a university supply without going bankrupt or losing control of its own educational program?) see Educational Activities of Business, by Oscar N. Serbein.[1]

Sixty-three evening deans noted that some of the tuition remission plans with which they are familiar include payment for courses which are not directly work related; 21 reported that "most" of them do; and two respondents said that all the plans with which they are familiar include such payments.

It is apparent that thousands of evening college students have all or part of their tuition costs paid by their employers and that the number is rising rapidly.

Though it is most likely that students in business, technical and engineering programs are the ones chiefly benefited by employer-paid tui-

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[1] Oscar N. Serbein, Educational Activities of Business, Washington: American Council on Education, 1961.

STUDENTS BENEFITING FROM TUITION REMISSION
(100 AUEC Institutions Reporting)

Percentage of Students Benefited	Number of Institutions Reporting
Less than 20%	41
20 - 30%	21
30 - 40%	9
40 - 50%	8
Over 50%	12
No percentage given	9

GROWTH OF TUITION REMISSION PLANS
(100 AUEC Institutions Reporting)

Amount of Increase 1955 - 1960	Number of Institutions Reporting
No increase	11
Some increase	62
Very great increase	15
Unknown	12

tion, it is apparent that they are not the only ones being benefited. An analysis of the twelve institutions which have 50% or more of their students on tuition remission plans and of the 15 in which these plans have greatly increased in recent years, suggests that these institutions tend to have high enrollments in business and engineering. It is highly probable, however, that they have a considerable number of students with employer-paid tuition in other programs. And, it is the case, of course, that labor unions, government and research agencies and, no doubt, many other organizations sponsor such programs.

Impact of tuition remission in a sample institution. With the permission of Brother Leo V. Ryan, C.S.V., Director of Continuing Education at Marquette University, the following summary was abstracted from a study made in the Spring semester of 1960 by Joseph E. Gorman. It reveals the proportion of Marquette evening students in various sub-

TUITION REMISSION BENEFITS
50% or More of Total Enrollments
(Reported by 12 Colleges)

Per Cent Enrolled	In Business	In Engineering
Less than 20%	6	8
20 - 50%	6	3
Over 50%	0	1

TUITION REMISSION BENEFITS
"Great Increase" between 1955 and 1960
(Reported by 15 Colleges)

Per Cent Enrolled	In Business	In Engineering
Less than 20%	4	10
20 - 50%	8	3
Over 50%	3	2

PERCENTAGE OF EVENING STUDENTS BENEFITING FROM TUITION REMISSION AT MARQUETTE UNIVERSITY, SPRING, 1960

School	% Students with Full Remission	% Students with Part Remission	% Students with Full or Part Remission
Business Administration	18.8	11.0	29.8
Engineering	25.4	23.6	49.0
Graduate	31.6	10.5	42.1
Liberal Arts	13.4	4.6	18.0
Nursing	14.0	9.0	23.0
Continuing Education (non-credit)	3.3	3.0	6.3

jects being supported all or in part by tuition remission plans. It cannot be asserted that Marquette is typical, but there is no reason to think it would be drastically different from many large AUEC institutions in this respect. One-half of the remissions for liberal arts students were provided by the University itself to its own staff members. (See table on p. 34.)

Released time. Many companies provide time off for class attendance, but these programs seem to benefit evening students relatively little. In five institutions 10% of the students are attending under these plans. Presumably, they are more often useful to the daytime students.

THE FACULTY

In the evening colleges the teacher is the key to excellence in the educational endeavor. Nowhere is the selection of the instructor of more critical importance than in adult education, for the part-time adult student is a volunteer rather than a captive in the classroom. As many instructors will testify, the acute motivation and maturity of the adult can make teaching in the adult division an exciting experience. It can also be a challenge, for adults will not tolerate instructors who are irrelevant, boorish, or incompetent.

Moreover, the problem of selection of faculty is further complicated by the fact that the impression a faculty member gains while teaching in the adult division influences his attitude toward the adult program. If he has been properly oriented, compensated and assisted in adjusting his methods to adult classes, he is likely to feel an interest in the program and to have a greater recognition of the university's responsibility in the education of adults.

Sources of Faculty

Staffing credit programs. Evening colleges vary greatly in the proportion of the evening teaching load which is staffed by instructors drawn from the full-time faculty of the university. Located, as most of the AUEC evening colleges are, in urban population centers, they often can draw on highly qualified practitioners for part-time teaching. Many of these people bring such competence and zest to the task that they make superb teachers. On the other hand, it is often thought desirable to have the credit courses taught by regular faculty members since they are experienced in teaching the course as part of the total curriculum or program of which it is a unit. Moreover, too great a number of non-university teachers may arouse doubt (whether justified or not) in the university administration and faculty that the quality of the credit program is being maintained at a high level. Most of the respondents appear to staff a large proportion of their credit courses with university faculty members; instructors from other sources supplement the force when appropriate.

PER CENT OF CREDIT COURSES TAUGHT BY UNIVERSITY FACULTY IN 95 COLLEGES

Percentage of Courses	Number of Colleges
0 - 20%	11
20 - 40%	20
40 - 60%	28
60 - 80%	17
80 - 100%	19

No amount of cross-tabulation, inspection or speculation seems to account neatly for the extreme differences in degree of dependence on regular faculty for credit course instruction. The 1958 Carey study showed that extension divisions use a somewhat higher proportion of regular faculty than the typical evening college. Inspection of the 19 institutions in the present study which have 80% or more of their credit courses taught by this group seems to bear out this generalization, for a number of these are the evening programs associated with large extension operations. There may be an association between using regular faculty in 20% or less of credit courses and a high proportion of enrollments in business subjects. This is hardly more than a shaky speculation, however, for there are many institutions with high business enrollment and a high proportion of the regular faculty teaching.

Staffing non-credit courses. In non-credit programming there is, in general, greater latitude in course content and methods, since these programs do not duplicate the regular courses from the university's academic program. Though most AUEC institutions insist that non-credit programs must be of an appropriate "university level" in complexity and significance of subject matter content, the purposes, audiences and methods of these non-credit programs typically differ from those of the degree credit program. The proportion of teachers who are recruited from outside the university faculty is therefore often higher, and rightly so, than in the credit program.

SOURCES OF FACULTY FOR NON-CREDIT COURSES
(68 Colleges Reporting)

Source of Recruitment	Number of Colleges in Percentage Groups for Each Source				
	0 - 20%	20 - 40%	40 - 60%	60 - 80%	80 - 100%
University faculty	20	13	14	8	13
Business, industry, other community agencies	18	10	17	13	10
High school faculties	64	2	2	0	0
Retired teachers and faculty	67	0	0	1	0
Other	65	1	1	1	0

Faculty systems. There is no uniformity whatsoever in the methods the AUEC evening colleges use for recruiting faculty members from their day divisions for evening teaching. The 1958 Carey study revealed that 28% have arrangements whereby the regular university faculty members teach in the evening as part of their assigned teaching load. They are simply assigned by their department chairmen or deans to teach a course in the evening rather than during the day.

Twelve per cent provide extra compensation for overload teaching, with selection in the hands of the evening dean.

Fifteen per cent use systems of joint appointment with the teaching load apportioned between day and evening. Decisions on employment are shared by the day and evening deans or departmental heads.

A few adult divisions (1.1% in AUEC) have full-time faculties.

Finally, 42% use several or all of these methods in various combinations.

There is obviously no guide to the best system of recruiting in the diverse practices of the evening divisions. Nor is there any agreement among the deans when they are asked which system they think would be most effective or would elect to use if they could. This is one of the great areas of disagreement in the field of university adult education. Some examples (again from the 1958 Carey study): 14% of the deans consider on-load teaching by regular faculty as the best system, 40% feel it is the worst; overload teaching for extra compensation seems the best arrangement to 12%, the worst to another 12%; 19% would like full-time faculty for the evening college, 17% think this would be the least desirable alternative. Probably few of the deans would ever expect to make a total commitment to any one of these systems, but if forced to choose, the picture or practice in the field would be just as diverse as it is today.

The arguments for and against the various types of faculty arrangements are complex, but the goals being sought by the evening college dean are quite clear. According to the 1958 Carey study, he wants to achieve: (1) good teaching with high academic standards; (2) a measure of autonomy which allows the evening dean some control over the faculty in the program for which he is held responsible; (3) the fullest cooperation of the residence faculty and the university administration. In institutions at various stages of development of the evening program one or another of these objectives may be more salient. Thus both thinking and practice vary widely, since AUEC includes colleges with small evening programs initiated within the last few years as well as gigantic programs which have been operating with success for decades.

Titles. Part-time instructors who are not members of the university faculty are most often given the title of "lecturer," occasionally qualified by the terms "special," "assistant" or "associate." Other titles used are: "instructor," "adjunct professor" and "university extension teacher." Most evening colleges do not have any formal systems of ranks unique to the evening program, though, of course, members of the residence faculty carry their regular academic rank in the evening program and their payment for evening overload teaching is often based on this rank.

Orientation, Training, and Evaluation

Though a number of evening colleges have developed orientation procedures which include faculty seminars on teaching adults or even residential retreats for faculty members, the typical orientation program is apparently little more than a meeting between the new recruit and the dean, supplemented by the provision of a faculty manual. The newcomer is then dependent on his own ingenuity or learns the ropes by informal interaction with his colleagues and his students.

Inspection of a considerable collection of faculty manuals shows that they are usually little more than guides to the rules, regulations and mechanics of the evening college operation. Here again, some institutions have supplemented this minimum with such materials as: (1) an essay by the dean on the history, spirit or goals of the institution; (2) essays on the adult as student, his motivation, ability to learn, etc.; or (3) a section of very practical "hints" on how to teach adults.

In addition to manuals, interviews and faculty meetings, other orientation and training techniques mentioned are: periodical bulletins or memos, dinner meetings, personal letters, interviews with department chairmen or some other intermediate supervisor, meetings of small groups of instructors rather than the entire faculty, circulation of texts or reprints of relevant journal articles, classroom visits by new instructors, individual assistance to instructors in areas where they need help, and discussion training programs.

ORIENTATION PROCEDURES USED FOR
NEW EVENING COLLEGE TEACHERS

Procedure	Number of Colleges
Faculty manual	59
Orientation interview for individual	72
Meeting	51
Other	26

Evaluation of teaching. By far the most common method for evaluation of evening college teaching is the "ear to the ground" technique so universally used throughout all of higher education. If the instructor is inadequate, his colleagues and students will recognize it, and it will in short order come to the attention of any administrator who is reasonably alert. While many university administrators insist that this technique is quite effective, the critical importance of good teaching in adult education has led many institutions to attempt further evaluation.

An often used device is the student rating of teacher effectiveness by means of an evaluation form administered by the instructor at the end of the term. These are typically simple, mimeographed questionnaires used at the discretion of the instructor and for his own guidance with no report to the evening college administration. Some institutions have developed IBM card forms for this purpose with a central office tabulating the results and reporting confidentially to the instructors but not to the administration.

Their widespread use in higher education suggests that the student ratings have been found useful and acceptable to many instructors. Obviously such forms are no adequate objective measure of teaching effectiveness, for the students' opinions are not checked by any evaluation of "true" effectiveness in terms of the learning achieved, or any other criterion. Instructors must guard also against "leniency error" for students have on the whole a kind-hearted favorable bias when rating their instructors.

Other techniques for observation and evaluation of faculty reported are: faculty conferences concerning student ratings or for discussion of problems, use of full-time supervisor of instruction, interviews with students, inspection of examinations and statistical analysis of grading practices.

PROCEDURES FOR EVALUATION OF TEACHING EFFECTIVENESS

	Number of Colleges
No formal procedures	60
Student rating of instructors	28
Class visits and observation	32
Other	22

University Faculty Compensation

Fifty-four evening colleges reported the salaries which they pay to members of their own university faculties for overload teaching in the evening program.

16 pay one set fee regardless of rank and experience
11 pay all ranks the same rate, but have sliding scales which take into account length of service, distance traveled or other factors
27 pay different rates according to academic rank

Single rate. In the 16 institutions which pay their faculty members a set fee for evening teaching, these rates range from $6.00 to $16.00 per one class hour (not credit hour). The median rate (that is, the mid-point at which one-half are paying less and one-half are paying more) for this group is $10.00 per class hour.

Same scale for all ranks. Eleven institutions pay the same salaries to all ranks, but they allow increases according to salary scales which take length of service or other considerations into account. In these institutions the beginning or lowest rates range from $7.00 to $13.00, with a median rate of $9.00 per class hour. The highest rates (top of the salary scale) range from $8.00 to $17.00, with a median of $12.00 per class hour.

Scale based on academic rank. Twenty-seven institutions use salary scales based on academic rank. Lecturers or instructors, for example, are paid periodical or regular increases based on length of service or other considerations, but they work at scales with lower beginning and top rates than do full professors. The beginning rates in these institutions (i.e., the lowest rates for the lowest ranks) range from $5.00 to $13.00, with a median of $9.00. The highest payments that can be attained by the highest rank range from $9.00 to $28.00 per class hour session, with a median of $13.00.

Compensation of Part-Time Instructors

Eighty-three schools reported on their payment policies for compensating part-time teachers who are not regular members of the university faculty. Though the salaries vary, the methods used to calculate them seem similar to those used for faculty members.

23 pay one set fee to all teachers
36 pay all teachers on a sliding scale which is the same for all but which takes qualifications, education, travel distance or other factors into account
24 pay different scales depending on rank

Single rate for all. Twenty-three institutions pay a set fee to part-time non-faculty teachers in the evening program. These range from $5.00 to $15.00 per class hour (not credit hour). The median is $9.50.

One scale for all. Thirty-six evening colleges report that their part-time non-faculty teachers are all paid on the same scale with regular or periodic increases in recognition of experience or other factors. The beginning or lowest rates range from $4.00 to $12.00, with an $8.00 median. The range of the highest rates at the top of the scale is from $7.00 to $31.00, with a median of $12.00 per class hour.

Scale based on rank. Some evening colleges have established ranks within the evening division for teachers who are recruited from the community or from neighboring institutions. The beginning or lowest rates for the lowest rank among the 24 reporting this system range from $4.00 to $15.00, with a $7.50 median. The highest attainable rates for the highest rank range from $9.00 to $26.00 per class hour, with a $12.00 median.

Criteria on which Salaries Are Based

In determining the salary of evening college teachers who are members of the university's faculty, the chief factors taken into account are the following. They are listed in the order of the number of times mentioned on a checklist in the 1961 questionnaire.

Relation to salaries of residence faculty
Years of teaching experience
Educational qualifications
Length of service in evening division
Relation to salaries of other evening divisions
Relation to salaries paid in previous years

The order of importance of the factors differs when the salaries are being determined for part-time instructors who are not faculty members. In this case educational qualifications, experience and service to the division weigh much more heavily.

Educational qualifications
Teaching experience
Length of service in evening division
Relation to salaries in previous years
Relation to salaries of other evening divisions
Relation to salaries of residence faculty

Diversity of Practice

While the summary of salary practices given is valid and hopefully meaningful as a general description, it may give a misleading impression of more uniformity than really exists. Many questionnaires were put aside because they described practices so diverse in so many details that they could not be brought into a general summary. Methods of handling travel compensation may serve as one example of the diversity of practice: in some institutions it is simply taken into account in deciding where on the salary scale a teacher should be located; others pay extra by the mile; some pay extra by a zoning system based on distance; in some decentralized institutions travel compensation is an important part of instructional costs; in others it may be trifling since the instructors are all from the immediate community.

Salaries adjusted to size of class. In addition to the salary practices summarized thus far, a number of other arrangements, some of them very complicated and ingenious, were reported. Fourteen evening colleges note that they adjust the compensation of the instructor according to the number of students in the class. The methods for making the adjustment range from complicated formulae to one very simple and unequivocal policy, "50% of the tuition of the class."

Faculty subsidy of educational costs. Inspection of the salaries paid to regular faculty members for their overload teaching in most evening programs will show that they are teaching for fees that practically never approach what they are paid for an equal amount of teaching as part of their regular faculty load. Perhaps this may be justified if they are teaching the same courses for which they have done the work of preparation as part of their regular duties. Nevertheless, very low compensation of evening college teachers is providing a substantial subsidy to thousands of evening college students.

University faculty members who teach in the evening program do not typically perform any further duties for the adult division. With a few noteworthy exceptions, evening colleges simply have no faculty time and talent available for planning their educational program. One deplorable effect of this is that American higher adult education has not evolved an integrated continuing curriculum based on examination of the educational needs of adults.

Fringe Benefits

University faculty members and evening college administrators are provided extensive "fringe benefits," while part-time non-faculty instructors seldom receive any benefit other than, occasionally, reduced tuition for self or family.

FRINGE BENEFITS REPORTED BY 90 COLLEGES

University Faculty	Part-Time Non-Faculty	Evening College Admin.	Kind of Benefit
77	2	77	Retirement Plan
67	6	64	Hospitalization Insurance
43	1	22	Sabbatical Leaves
24	3	44	Payment of Professional Membership Fees
57	5	72	Released Time for Professional Meetings
61	6	78	Travel to Professional Meetings
56	6	73	Expenses at Professional Meetings
67	28	66	Reduced Tuition for Self
61	22	58	Reduced Tuition for Family

ADMINISTRATIVE STAFF

The Evening Dean

Since he has such a decisive influence on the program and the operation of his division, the evening college dean (or the director in 42% of the AUEC institutions) has been studied assiduously. A running summary from AUEC data collected by James Carey in 1958 and a 1956 study by Richard Matre, then Chairman of the AUEC Research Committee, will show who he is, where he came from, and even where he is going.

He is American born (91%) and so were his parents, but he may have grandparents not born in the U.S. (29%), but rather in the British Isles or in northwest Europe (76%). He is very likely Protestant (62%), sometimes Catholic (27%), but seldom Jewish (2%). These administrators are drawn from the "middle" class and by the end of their careers will typically have achieved upper-middle or, occasionally, upper class status.

In 1956 the AUEC deans and directors ranged in age from 30 years to 70 years, with the median age of 46.

Sixty per cent of the deans stay five years or less, while only 12% have been on the job ten years or more. The dean probably came from the university faculty (36%) or from some other university administrative post (22%). He has a Master's degree (40%) or a Doctorate (48%), probably in some liberal arts subject (51%), or education (26%), but possibly in business administration (8%), or engineering (3%).

Where is he going? His predecessors have often gone into posts in government or business and industry; a few have become vice-presidents of universities and a very few are college presidents. For the most part, they have moved to some other administrative post in the same university, typically as dean of another school, or they have gone back to the faculty as professors or department chairmen.

Administrative Salaries

In 1959, Ralph Kendall, then Chairman of the AUEC Research Committee, made a survey to determine the typical salaries of evening college deans and directors and their assistants. Eighty-three institutions (of 123) responded, 54 of these being private schools, 23 state-supported and six municipal institutions.

Salary of Dean or Director			
	54 Private	23 State	6 Municipal
Highest	$20,000	$18,276	$17,400
Lowest	5,000	6,700	7,116
Median	10,457	11,720	14,636
Salary of Assistant			
	54 Private	23 State	6 Municipal
Highest	$16,752	$16,752	$10,800
Lowest	4,000	5,000	6,500
Median	7,810	9,346	9,733

Most of these administrative salaries were for a twelve-month year, though a number were on a ten or eleven-month basis. Thirty-five respondents reported that their salaries were lower than those of comparable administrative positions in other parts of their universities; 44 said their rates were about the same as those of other deans; four only felt that they were paid higher salaries than other deans in their institutions.

Size of Professional and Clerical Staffs

Most respondents to our 1961 questionnaire reported the size of their professional and clerical staffs. The following tabulation is according to size of school as indicated by credit course enrollments. Eliminated from the tabulation have been a few institutions with very large staffs whose work is largely or entirely in non-credit programs, and some reports which clearly listed the entire staff of an extension division rather than the staff of the evening college aspect of these large operations. The professional staff report does not include the dean or director. Four institutions with enrollments over 8,000 have such differing circumstances that including them in this form is meaningless; they are omitted.

Several observations are required. First, differences in quality of programming cannot account for the truly remarkable differences in

NUMBER OF PROFESSIONAL AND CLERICAL STAFF MEMBERS IN 81 EVENING COLLEGES

Size of Institution (credit course enrollments)	Number on Professional Staff		Number of Clerical Workers	
499 or less (12 reporting)	Range Median	0-2 Part-time	Range Median	0-1 Part-time
500-999 (14 reporting)	Range Median	0-7 2	Range Median	1-3 1
1000-1999 (20 reporting)	Range Median	0-5 2	Range Median	0-13 2
2000-2999 (17 reporting)	Range Median	1-13 2	Range Median	1-12 3
3000-4999 (12 reporting)	Range Median	1-26 4	Range Median	1-21 6
5000-7999 (6 reporting)	Range Median	5-17 6	Range Median	4-32 12

number of staff members required to operate colleges with reasonably similar enrollments. There is a correlation, of course, between size of staff and quality of program; the well-staffed institutions would almost without exception be granted by their AUEC colleagues to be presenting excellent programs. But, between the most opulent programs in all of AUEC and the most threadbare, there are not program differences which could entirely explain the staff differences.

An important factor in explaining the differences in staff size, of course, is the degree to which the evening college calls on the services of the regular day college staff for registration, counseling, bookkeeping and other services. Some evening colleges work as almost completely autonomous units with all services provided within the college, while others eschew any duplication of services as a matter of basic policy.

Comparison of the staff sizes reported in 1961 with a very similar study done by Richard Matre in 1956 shows that there has been little or no improvement in staffing the AUEC institutions in the intervening years.

Many of the colleges are obviously understaffed; some are so seriously short of personnel that quality in the education must surely be adversely affected. Unless there is something highly unusual in its situation, any institution which does not at least come up to the median figures in schools of comparable size should examine the effect of its small staff on its program.

Who Are the Administrative Staff Members?

On the current questionnaire we asked the respondents to supply information about administrative staff members other than the dean. Forty-nine institutions volunteered such information. The following table describes the 137 individuals unmistakably identified as being professional rather than clerical workers. Deans and directors are not included.

CHARACTERISTICS OF PROFESSIONAL ASSISTANTS AS REPORTED BY 49 EVENING COLLEGES

(137 Included in Sample)

	Per Cent of Sample		Per Cent of Sample
Age		Years on Current Job	
20 - 30 years	7%	Less than 2 years	16%
30 - 40 years	28%	2 - 5 years	34%
40 - 50 years	28%	5 - 10 years	26%
50 - 60 years	22%	10 years and over	18%
60 years and over	6%	Not given	6%
Unknown	9%		
Previous Employment			
Business, industry, self-employed	25%	Previous evening college employment	2%
University teaching or administration	38%	Other	11%
Public school teaching or administration	19%	Not given	5%
Degree Held		Degree Subjects	
None	1%	Business, accounting, etc.	13%
Bachelor's	25%	Technical, engineering	3%
Master's	52%	Education	24%
Doctorate	22%	General, liberal arts, humanities	21%
		Social sciences	21%
		Biology, physical science, math.	5%
		Law, journalism	2%
		Home economics, industrial arts	2%
		Not given	6%

Appendix One

ADMINISTRATIVE PRACTICES IN AUEC INSTITUTIONS

January, 1961

1. Please give the name and title of the person completing this questionnaire:

   Name____

   Title____

2. What is the full name of your university or college?

   ____

   ____

3. Which of the following comes closest to describing your university?

   ____ State
   ____ Municipal
   ____ Private
   ____ Church or denominational
   ____ Mixed (please explain)________________________

4. Please give the full name of the division for which you are reporting:

   ____

   ____

5. What is the approximate population of your service area for evening classes?

   ________ Service area of campus center.

   ________ Service area of off-campus centers.

6. Please report your Fall, 1960 enrollments other than attendance in programs of one or only a few sessions. The purpose of this is simply to allow analysis of small, medium and large institutions. Therefore, make reasoned estimates if necessary. If possible, give both individual and course enrollments

	Individuals	Course Enrollments
Credit courses		
Non-credit courses		

CREDIT PROGRAMS

Questions 7-9 attempt to describe the geographical and subject concentration of your evening college program. Please estimate if necessary the proportion of total credit course enrollments; use Fall, 1960 figures.

7. What percentage of your credit course enrollments are handled at the following locations?

____% On the university campus
____% At a center not on campus
____% At military installations
____% At industrial plants
____% Other (specify)________________________________
____

8. Has the percentage of your work given at industrial, military and other locations increased in the past five years?

____ No, decreased	____ Yes, some increase
____ No, about the same	____ Yes, great increase

9. Approximately what percentage of total credit course enrollments are in the following subject areas?

____% Business, commerce, accounting and related subjects.
____% Education, teacher training.
____% Engineering and related technical subjects.
____% Social sciences.
____% Physical, biological sciences, mathematics.
____% Humanities.
____% Other: list important subjects____________________
____
____

10. What undergraduate degrees are conferred by the evening division itself?

B.A. in:	B.S. in:	Ph.B. in:
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

Please list any other undergraduate degrees conferred by the evening division itself with the subject field of the degree:

____________________ ____________________
____________________ ____________________

11. May the evening college adapt or modify the requirements for undergraduate degrees conferred by other divisions of the university?

____ Yes ____ No

12. What graduate degrees are conferred by the evening division?

M.A. in:	M.S. in:	Ph.D. in:
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

Other; please specify ______________________________

____

13. May the evening college adapt or modify the requirements for graduate degrees conferred by other divisions of the university?

____ Yes ____ No

14. Who determines whether a course offered by the evening college should bear credit?

____ Evening college
____ Residence faculty
____ Other; specify ______________________________

15. In what subjects are Associate in Arts or Credit certificate programs offered? Please list title of certificate and credit hours required for completion.

Title of Certificate	Subject	Semester hours	Quarter hours

16. Does the evening division offer any "honors" program, i.e., a curriculum modified in content or teaching method and intended for superior students?

____ No ____ Yes

If "Yes," describe briefly ______________________________

____

17. Does the evening division offer any degree programs designed specially for adults and differing significantly in content or method from other degree programs?

____ No ____ Yes

If "Yes," describe briefly ______________________________

____

18. May students not accepted in or dropped from the day program enroll in the evening college?

____ No ____ Yes

If "Yes," under what conditions? ____________________

____

____

19. Are there any age restrictions on evening college enrollment?

____ No ____ Yes

If "Yes," describe restrictions and their purpose ____________

____

____

20. When and under what circumstances must the student apply for admission or matriculation? ____________________

____

21. What are the procedures and criteria for admission to evening college credit programs?

____ High school record ____ What rank or grade average?

____ Examinations What tests are used? What cutoff points?

____

____

____ Personal references
____ Evaluation of college record
____ Personal interview
____ Other. Please explain ____________________

22. How do these formal admission requirements differ from those of the day division? ____________________

____

23. Describe your credit course registration procedures.

____ During formal registration period only
____ Students may register at any time
____ Advanced registration period for students already enrolled
____ Registration allowed by mail

24. Is there a limit on credit load of evening students? ____________

If "Yes," what is the limit? ____________________

25. May non-credit or auditor students enroll in credit classes?

____ No ____ Yes

If "Yes," what advantages or problems are involved? ________

____

26. Are students in credit courses required to maintain a certain grade average in order to continue to register for credit classes?

____ No ____ Yes

If "Yes," what are the regulations? ____________________

____

27. Is there a system, other than final grades, through which teachers report student progress to the evening college administration?

____ Yes ____ No

If "Yes," please describe. ____________________

____

28. Do you have a system of academic probation?

____ Yes ____ No

29. May students be dropped for failure to attend classes?

____ Yes ____ No

30. Approximately what percentage of evening classes meet:

____% Once a week
____% Twice a week
____% Three times a week
____% Other. Specify. ____________________

31. Approximately what percentage of the classes meet for the following periods per class session?

____% 1 hour
____% 1-1/2 hours
____% 2 hours
____% 2-1/2 hours
____% 3 hours

32. What percentage of your classes meet in the late afternoon?

____%

33. Have you found classes successful at the following times? What subjects and audiences are involved?

Subject	Audience
Early morning: ____	
Daytime classes: ____	
Saturday: ____	
Other; specify: ____	

34. Does the evening college operate on:

____ Semester basis
____ Quarter basis
____ Other

If on "Quarter" or "Other": What are the advantages and/or disadtages? ____

____

35. What percentage of your students receive the following types of counseling which go beyond routine admission to courses?

____% Assistance in planning a degree or certificate program.
____% Testing of academic aptitudes or achievement.
____% Counseling on personal problems not arising directly from academic work.

36. Does your evening college have specially designated and trained staff members for counseling and guidance?

____ Yes ____ No

37. Which of the following student services or activities do you provide?

____ Evening college newspaper
____ Student government
____ Fraternity
____ Reduced rates for university programs
____ Health services
____ Cafeteria or provision of meals
____ Canteen, snack bar
____ Social activities, special interest clubs. Please list the most successful of these: ______________________

____

____ Other, what? ______________________________

38. Which of the activities in question 37 are sponsored or operated by the students themselves?

____

39. Do you believe it possible and worthwhile to develop a significant extra-curricular program for evening college students?

____ Yes ____ No

40. Do you provide separate bookstore facilities for evening students?

____ No, evening college students use university bookstore
____ Yes, texts and required readings only
____ Yes, general bookstore for evening students

41. What library facilities are available?

____ Regular use of university library
____ Reserved book room only
____ Basic collection for evening students

42. Have you any cooperative arrangements with public libraries?

____ Yes ____ No

43. Do you feel that the evening college faculty makes adequate use of the library facilities presently available?

____ Yes ____ No

44. Do you feel that the evening students make sufficient use of the present library provision?

____ Yes ____ No

45. If you operate on a semester basis, what are your tuition fees per credit hour?

$____ Undergraduate courses
$____ Graduate courses

46. If you are on a quarter system, please give your tuition rates per credit hour.

$____ Undergraduate courses
$____ Graduate courses

47. What has been the percentage increase in tuition rates between 1955 and 1960?

____% Undergraduate
____% Graduate

48. Do you expect to increase your Fall, 1960 tuition rates in the Fall of 1961?

____ Yes ____ No

If "Yes," what do you expect the percentage of increase will be?
____%

49. If there are credit and non-credit enrollments in the same class, is the non-credit fee less than that for credit students?

____ Yes ____ No

If "Yes," how much less? ______

50. Please give the rates for special fees which you customarily assess.

Registration____________________
Late registration____________________
Matriculation (formal admission)____________________
Student activity____________________
Library____________________
Change of program____________________
Health service____________________
Parking____________________
Other, please specify: ____________________
____

51. Does your evening college have a plan for delayed or installment payment of tuition?

____ Yes ____ No

If "Yes," what percentage of your students use the plan? ____%

52. Are scholarships available to evening students?

____ Yes ____ No

53. Do you have a plan for tuition loans?

____ Yes ____ No

If "Yes," approximately what percentage of evening students use it? ____%

54. Approximately what percentage of evening students benefit from industrial or other tuition remission plans? ____%

55. Has this proportion increased during the past five years?

____ No
____ Yes
____ Yes, very greatly

56. Do the tuition remission plans with which you are familiar include payment for courses not directly work related?

____ None do
____ Some do
____ Most do
____ All do

57. What percentage of your students benefit from released time (i.e., attend "on company time") plans?

____%

Has this proportion been increasing? ______

58. Please report the number of non-teaching personnel engaged in the evening college operation.

	Professional	Clerical	Student Assistants
Full-time______			
Part-time______			
Total (in full time equivalents)			

59. Little is known about the second and third level administrative staff members in evening colleges. If you care to give the following data on the staff members of your division, we believe some extremely helpful insights could be obtained. If your staff is large, limit the list to the top five members. Omit the dean or director about whom much is already known. Use the chart on the following page.

Title	Age	Years on Job	Previous Employment	Degree	Degree Subject	% of Time	Chief Responsibilities

60. What percentage of evening college credit courses are taught by regular university faculty members? ____%

61. What percentage of evening college part-time teachers are obtained from the following sources?

____% Other universities
____% Business and industry
____% Public school faculties
____% Retired university faculty
____% Other professions
____% Other, specify ________________________________

____

____

62. What title or academic rank is assigned to part-time teachers not from the day faculty? ________________________________

63. What orientation procedures do you use for new evening college teachers?

____ Faculty manual
____ Orientation interview for individual
____ Meeting
____ Other, specify ________________________________

____

____

64. What procedures do you use for faculty training and development? Describe briefly:

____

____

____

65. What procedures do you use for evaluation of teaching effectiveness?

____ No formal procedures
____ Student rating of instructors
____ Class visits and observation
____ Other, specify ________________________________

____

66. Approximately what percentage of the evening college faculty members have the following as their highest earned degrees?

University Faculty Members	Part-Time Teachers
____% No Degree	____% No Degree
____% Bachelor's	____% Bachelor's
____% Master's	____% Master's
____% Ph.D.	____% Ph.D.
____% Ed.D.	____% Ed.D.
____% Other	____% Other

67. Please list the salary ranges of evening college instructors who are university faculty members teaching as overload per one class hour (not credit hour) session.

Lecturer	$_____	to	$_____
Instructor	_____	to	_____
Assistant Professor	_____	to	_____
Associate Professor	_____	to	_____
Professor	_____	to	_____
All at same rate	_____	to	_____

68. Please list the salary ranges of evening college instructors who are employed from outside the university faculty per one class hour (not credit hour) session.

Title			
____________________	$_____	to	$_____
____________________	_____	to	_____
____________________	_____	to	_____
____________________	_____	to	_____
All at same rate_________	_____	to	_____

69. What are the most important criteria on which these salaries are based?

University Faculty	Part-Time	
_____	_____	Relation to salaries of residence faculty
_____	_____	Relation to salaries in other evening divisions
_____	_____	Relation to salaries paid in previous years
_____	_____	Educational qualifications
_____	_____	Teaching experience
_____	_____	Length of service in division
_____	_____	Other, specify: ______________________ ______________________________

70. Are faculty salaries adjusted for size of class?

____ Yes ____ No

If "Yes," how is adjustment made?______________________

____

____

____

____

71. Which of the following "fringe benefits" are provided the evening college faculty and administrative staff?

University Faculty	Part-Time Non-Faculty	Evening College Administrators	
			Retirement plan
			Hospitalization insurance
			Sabbatical leaves
			Payment of professional membership fees
			Released time for professional meetings
			Travel to professional meetings
			Expenses at professional meetings
			Reduced tuition for self
			Reduced tuition for family
			Others; specify

72. Which of the following publicity media do you use?

____ Direct mail to prospective students
____ News stories
____ Direct mail to employers
____ Newspaper advertising
____ Suburban papers
____ House organs
____ Radio
____ Television
____ Other, please specify: ____________________

____

____

73. List the three techniques you have found most effective.

1. ____

2. ____

3. ____

74. Who prepared brochures, catalogs and other printed materials?

____ Instructor or administrator involved
____ Specially designated staff members
____ Commercial designer or company

NON-CREDIT PROGRAMS

1. Which of the following types of programs are provided by your division?

____ Non-credit classes
____ Short, non-credit courses
____ Conferences, institutes, workshops
____ Correspondence study
____ Concerts, lecture series
____ Film programs
____ Regular programs on university owned radio station
____ Regular programs on commercial radio station
____ Regular programs on educational television station
____ Study-discussion programs
____ Others, please list: ______________________________

____

____

2. Approximately what percentage of instructors in non-credit courses are recruited from the following sources?

____% University faculty
____% Business, industry, other community agencies
____% High school faculties
____% Retired teachers and faculty members
____% Other, please list other sources: __________________

____

____

3. Check the program areas in the following list in which you have non-credit courses in operation.

____ Social sciences
____ Biological sciences
____ Physical sciences
____ Humanities
____ Arts and crafts
____ Family life
____ Homemaking
____ Recreational activities
____ Vocational, technical
____ Remedial special education
____ Civic and public affairs
____ World affairs

4. Do you have non-credit offerings especially intended for women?

____ Yes ____ No

If "Yes," describe briefly: ____________________________

____

5. Do you have non-credit offerings especially intended for retired or older people?

____ Yes ____ No

If "Yes," describe briefly: ____________________________

____

____

6. Do you sponsor travel-study programs?

____ Yes ____ No

7. Please list any special audiences or interest groups for which you have developed new non-credit programs in the past two years.

________________ ________________

________________ ________________

________________ ________________

8. Are your non-credit programs as a whole self supporting from fees?

____ Yes ____ No

If "No," how do you make up the deficit? ________________

____

9. Does the evening college have staff members specifically assigned to non-credit program development and administration?

____ Yes ____ No

10. Does the evening college have any non-credit offerings which are co-sponsored by other agencies?

____ Yes ____ No

If "Yes," give some examples of agencies which have cooperated.

Educational Agencies________________

____

Governmental Agencies________________

____

Professional Associations________________

____

Business, Industry________________

____

Others________________

____

11. What are the chief criteria by which you decide that a course will be non-credit rather than for credit?

____ Length of course
____ Level of complexity
____ Not taught in residence
____ Motives of students
____ Other, please explain________________

____

____

____

12. Please describe briefly how new non-credit offerings are initiated and developed in your division.

13. Please note briefly any courses, other offerings or ideas for programs which you think may be new, unique to your institution, or for any reason of interest to your colleagues in other evening divisions.

14. Please note briefly any administrative practices, devices or techniques which you have tested which might be of interest or use to your colleagues in other evening divisions.

Appendix Two

BASIC INFORMATION SOURCES IN UNIVERSITY ADULT EDUCATION

I. OVERVIEWS, INTRODUCTIONS, AND GENERAL SURVEYS OF THE FIELD

Blakely, Robert J. Adult Education in a Free Society. Toronto, Canada: Guardian Bird Publications, 1958. 184 pp. (Available from the Center for the Study of Liberal Education for Adults.)

> A collection of speeches by the former vice-president of the Fund for Adult Education, now Dean of Extension, the State University of Iowa, delivered between 1950 and 1958 and dealing with a wide range of topics centering around the education of adults in a free society.

Carey, James T. Forms and Forces in University Adult Education. Chicago: Center for the Study of Liberal Education for Adults, 1961. 229 pp.

> Report of a major study on the status of liberal education programming and the factors favoring or impeding the development of adult education in the institutions which belong to the Association of University Evening Colleges and the National University Extension Association, and in selected liberal arts colleges. Based on a questionnaire survey and intensive interviewing in 18 institutions.

Carey, James T. The Development of the University Evening College. Chicago: Center for the Study of Liberal Education for Adults, 1961. 73 pp.

> Examines the growth of American evening colleges as exemplified in the history of ten institutions.

Center for the Study of Liberal Education for Adults. Patterns of Liberal Education in the Evening College. Chicago: Center for the Study of Liberal Education for Adults, 1952. 82 pp. (Out of print, but may be borrowed.)

> Case studies in nine urban universities. University and faculty relationships; clientele analysis; study of attitudes toward the evening college.

Crimi, James E. Adult Education in the Liberal Arts Colleges. Chicago: Center for the Study of Liberal Education for Adults, 1957. 38 pp. (Out of print.)

> Survey of the extent and nature of adult education programs in the independent liberal arts colleges.

DeCrow, Roger. Administrative Practices in University Evening Colleges. Chicago: Center for the Study of Liberal Education for Adults, 1962.

This report is based on the results of the tabulated questionnaire sent out in January, 1961, by the AUEC Research Committee and CSLEA, to all AUEC Deans and Directors. It is a revision of an earlier study by Frank R. Neuffer.

Dyer, John P. Ivory Towers in the Market Place: The Evening College in Education. Indianapolis: Bobbs-Merrill, 1956. 205 pp.

Report on the evening college, its nature, practices, problems and a suggestion of what its role should be in contemporary society. The standard introduction to evening college work. Useful bibliography and chapter notes.

Houle, Cyril O. Major Trends in Higher Adult Education. Chicago: Center for the Study of Liberal Education for Adults, 1959. 47 pp.

A consideration of future directions in the general field of higher adult education; specifically of trends among universities and colleges which are likely to have an impact on adult education.

Kidd, J. R. Adult Education in the Canadian University. Toronto: Canadian Association for Adult Education, 1956. 137 pp.

Philosophy, programs, and directions in Canadian universities. Administrative structure charts. Bibliography including United States and British publications.

Knowles, Malcolm. Handbook of Adult Education. Chicago: Adult Education Association of the U.S.A., 1960. 61 pp.

Includes sections on university adult education and several closely related subjects. Bibliography.

Liveright, A. A. Adult Education in Colleges and Universities; and Miller, Harry L. Liberal Adult Education. Chicago: Center for the Study of Liberal Education for Adults, 1960. 50 pp.

Mr. Liveright gives an overview of higher adult education and summarizes what we know about its clientele. Mr. Miller presents a clarification of terms and current program models in liberal adult education.

McMahon, Ernest E. The Emerging Evening College. New York: Bureau of Publications, Teachers College, Columbia University, 1960. 163 pp.

Study of faculty organization and academic control in ten eastern evening colleges. It attempts to find a basis for solving some of the problems of educational purposes, academic policy and organization which most evening colleges face.

Peers, Robert. Adult Education: A Comparative Study. New York: Humanities Press, 1958. 365 pp.

History and present state of adult education in England with emphasis on university work. Survey of university adult education in other countries. Chapters on student characteristics and adult learning studies in England.

Petersen, Renee and William. University Adult Education: A Guide to Policy. New York: Harper and Brothers, 1960. 288 pp.

Surveys the field of university adult education, develops the principles and problems involved, and suggests guidelines for future policies. Excellent bibliography. Appendix 1 by Warren Rovetch, "Cooperative Extension and the Land-Grant System in University Adult Education."

Raybould, S. G. Trends in English Adult Education. London: Heineman, 1959. 258 pp.

Includes a section on university extension.

Rushing, Joe B. "A Critical Analysis of Adult Education in the Junior Colleges in the United States." (Ph.D. Thesis, University of Texas, 1952.)

United Nations Educational, Scientific and Cultural Organization. Universities in Adult Education. Paris: United Nations Educational, Scientific and Cultural Organization, 1952. 172 pp.

Report of an international seminar on university adult education. Introduction by Cyril O. Houle. Bibliography.

A number of associations have issued policy statements during the past year presenting their positions on the need for adult education today.

Adult Education Association of the U.S.A. Commission of Professors of Adult Education. Adult Education: A New Imperative for Our Time. Chicago: Adult Education Association of the U.S.A., 1961. 15 pp.

American Association of Land-Grant Colleges and State Universities. Today's Critical Needs and University Extension. Washington, D.C.: American Association of Land-Grant Colleges and State Universities, Division of General Extension, 1961. 8 pp. (Available from Mr. E. L. Keller, 100 Continuing Education Building, The Pennsylvania State University, University Park, Pennsylvania.)

National University Extension Association. Report of the Policy Statement Committee, Fall, 1961. 20 pp.

Universities Council for Adult Education (Great Britain). The Universities and Adult Education. Liverpool: Tinlings, 1961. 32 pp. (Available from Mr. H. E. Salt, Director of Extra-Mural Studies, The University, Bristol 8.)

II. BASIC BIBLIOGRAPHIES

Beals, Ralph A. and Brody, Leon. The Literature of Adult Education. New York: American Association for Adult Education, 1941. 493 pp. (Out of print.)

A comprehensive classified bibliography in narrative form with references at the end of each chapter. Author and subject index. Commonly available in libraries.

Canadian Association for Adult Education. Adult Education in the Canadian University. Toronto: Canadian Association for Adult Education. 12 pp.

Includes Canadian, United States and British publications.

Canadian Association for Adult Education. The Literature of Adult Education. Toronto: Canadian Association for Adult Education, 1961. 75 pp.

A selected list of holdings from the Research Library in Adult Education of the Canadian Association for Adult Education.

Kelly, Thomas. A Select Bibliography of Adult Education. London: National Institute of Adult Education, 1952. 83 pp.

Classified index of British publications with very brief annotations. An annual checklist, Guide to Studies in Adult Education, compiled by C. D. Legge, brings this up to date.

Knowles, Malcolm. Handbook of Adult Education. Chicago: Adult Education Association of the U.S.A., 1960. 624 pp.

Includes selective bibliography for each chapter.

Mezirow, J. D. and Berry, Dorothea. The Literature of Liberal Adult Education, 1945-1957. New York: The Scarecrow Press, Inc., 1960. 308 pp. (The Scarecrow Press, Inc., 257 Park Avenue, South, New York 10.)

Philosophy, programs, research and bibliography with annotations for all references to university level material. Subject and author indexes.

III. PERIODICALS

Adult Education. Adult Education Association of the U.S.A., 743 North Wabash Avenue, Chicago 11, Illinois. Quarterly.

Adult Education (Australia). 107 Russell Street, Melbourne, Victoria, Australia. Quarterly.

Journal of the Australian Association; considerable attention is given to cultural arts programs and adult education in rural areas.

Adult Education (London). National Institute of Adult Education, 35 Queen Anne Street, London, W. 1, England. Quarterly.

Adult Leadership. Adult Education Association of the U.S.A., 743 North Wabash Avenue, Chicago 11, Illinois. Monthly, except July and August.

Often contains directly relevant articles and is particularly useful for keeping in touch with adult education in other agencies. News and publication notes in each issue.

AFCE Newsletter. American Foundation for Continuing Education, 19 South LaSalle Street, Chicago 3, Illinois. Monthly.

News about study-discussion programs developed and carried on throughout the United States and Canada.

AUEC Newsletter. c/o Mr. Bernard Reed, The Evening School, Pratt Institute, Brooklyn 5, New York. Monthly, except summer.

Continuing Education for Adults. Center for the Study of Liberal Education for Adults, 4819 South Greenwood Avenue, Chicago 15, Illinois. Issued twice each month.

This bi-weekly newsletter is published for university adult educators and other persons interested in the development of liberal education for adults. Its purpose is to report new programs, original ideas, and research in adult education, and the forces which aid or impede its growth in American higher education. Distributed free of charge, on request.

Continuous Learning. Canadian Association for Adult Education, 113 St. George Street, Toronto 5, Ontario, Canada. Bi-monthly.

International Journal of Adult and Youth Education. United Nations Educational, Scientific and Cultural Organization, Place de Fontenoy, Paris 7^{e}, France. Quarterly.

Though dealing largely with fundamental education in less industrialized countries, this occasionally has excellent articles on adult education in Europe and the United States. Volume XIII, Number 3, 1961 is devoted to a report on the International Conference on University and Adult Education held at Sagamore Conference Center, New York, September, 1960.

Junior College Journal. American Association of Junior Colleges, 1785 Massachusetts Avenue N.W., Washington 6, D.C. Monthly, September-May.

Numerous articles on adult education. Enrollment data in each January issue.

NUEA Spectator. 151 Nicholson Hall, Minneapolis 14, Minnesota. Bi-monthly, except August and September.

Rewley House Papers. Oxford University Delegacy for Extra-Mural Studies, Rewley House, Wellington Square, Oxford, England. Annually.

Scottish Adult Education. Mr. T. E. M. Landsborough, Education Office, Alloa, Scotland. Three issues per year.

IV. ORGANIZATIONAL PROCEEDINGS

American Association of Land-Grant Colleges and State Universities. Proceedings of Annual Meeting. 1785 Massachusetts Avenue N.W., Washington 6, D.C.

Association of Urban Universities. Proceedings of annual meeting. Secretary, 5972 Lannoo Avenue, Detroit 36, Michigan.

AUEC Proceedings. AUEC Executive Secretary, Edwin Spengler, School of General Studies, Brooklyn College, Brooklyn 10, New York.

NUEA Proceedings. NUEA Secretary, Julius M. Nolte, 151 Nicholson Hall, University of Minnesota, Minneapolis, Minnesota.

Both of these contain valuable substantive material as well as the official records of the organizations. Recent issues may be purchased from the indicated sources, but older issues are not available.

Cumulative Indexes: AUEC Proceedings, 1948-58; NUEA Proceedings, 1915-1957. Anne Lockwood, ed. Chicago: Center for the Study of Liberal Education for Adults, 4819 South Greenwood Avenue, Chicago 15, Illinois. 1960. 46 pp.

V. DIRECTORIES

National University Extension Association. *Directory of Administrative Personnel*. 152 Nicholson Hall, University of Minnesota, Minneapolis 14, Minnesota.

Deans, directors, staff members of National University Extension Association institutions with position titles.

United States Office of Education. *Opening (Fall) Enrollment in Higher Education, 1960: Institutional Data*, Circular Number 637, 1960, 35 pp.; *Opening (Fall) Enrollment in Higher Education, 1960: Analytic Report*, Circular Number 652, 1961, 43 pp.

Who's Who in AUEC, 1959. Association of University Evening Colleges, Executive Secretary, Edwin Spengler, School of General Studies, Brooklyn College, Brooklyn 10, New York.

VI. ENROLLMENT DATA

AUEC and NUEA Proceedings.

Data for current years.

Junior College Journal.

Enrollment data in each January issue.

National University Extension Association, Committee on Reports. *Annual Statistical Reports*. Available from the Chairman of the Committee, Huntington Miller, Department of Evening and Special Classes, University of Minnesota, Minneapolis 14, Minnesota.

An annual tabulation of NUEA schools with various types of programs and services with enrollment data and listing of new offerings.

United States Office of Education. *Participation in Adult Education.* Circular Number 539.

A detailed statistical analysis of adult education participation as reported in an October, 1957 sample survey of the national population conducted by the Bureau of the Census.

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The American Educational Research Association. *Encyclopedia of Educational Research*. Third Edition. New York: Macmillan Company, 1960.

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Bibliography of Research Studies in Correspondence Study. Available from Chairman of the Division.

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Pitkin, Royce S. *The Residential School in American Adult Education.* Chicago: Center for the Study of Liberal Education for Adults. 1956. 19 pp.

An argument in favor of the idea of residential education in general, and of the residential adult school in particular, including a list of most of the existing residential schools in the United States and Canada.

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A concluding chapter of a doctoral thesis which examines in detail the history and theory of residential education and the range of such programs presently offered in the United States.

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Siegle, Peter E. *New Directions in Liberal Education for Executives.* Chicago: Center for the Study of Liberal Education for Adults, 1958. 74 pp.

Siegle, Peter E. and Whipple, James B. *New Directions in Programming for University Adult Education.* Chicago: Center for the Study of Liberal Education for Adults, 1957. 96 pp.

Stern, Bernard H. and Missall, Ellswerth. *Adult Experience and College Degrees.* Cleveland: The Press of Western Reserve University, 1960. 249 pp.

A report of an experimental degree program conducted by Brooklyn College to determine whether a liberal education can be acquired by mature adults with rich life experience by means other than traditional attendance in regular college classes.

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REISSUED

NEVER TOO LATE FOR COLLEGE
The Brooklyn Degree Program for Adults

BERNARD H. STERN
Associate Director, School of General Studies
Brooklyn College
The City University of New York

CENTER *for the* **STUDY OF LIBERAL EDUCATION FOR ADULTS**

THE CENTER *for the* STUDY OF LIBERAL EDUCATION FOR ADULTS was established in 1951 by a grant from the Fund for Adult Education to work with universities seeking to initiate or improve programs of liberal education for adults. The purpose of the Center is "to help American higher education develop greater effectiveness and a deeper sense of responsibility for the liberal education of adults." Communications may be addressed to the Director, 4819 Greenwood Avenue, Chicago 15, Illinois.

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PREFACE

For almost ten years teachers, administrators and students concerned with higher liberal education for adults have maintained a continuing interest in the Brooklyn College "Experiment." At least at Brooklyn it is no longer an experiment, for the School of General Studies has developed workable methods for equating adult experience with college credit and has worked out programs for completing the balance of the baccalaureate degree in ways that are appropriate for adults.

Perhaps there are two major explanations for the sustained interest. First, the idea continues to excite the imagination. Second, once conceived it is easy to visualize but difficult to carry out—Brooklyn College has succeeded in making the concept work.

There have been three major reports on the Brooklyn Project, two interim statements published by the Center and a book, Adult Experience and Adult Degrees, published by the Press of Western Reserve University. We are publishing a third report for two reasons: first, interest in the project continues; and second, the earlier reports are out of date and the book out of print.

Never Too Late for College contains a brief story of the entire project and adds new information particularly regarding the experiences of teachers and students who have participated. The author, Dr. Bernard H. Stern, is Associate Director at the School of General Studies and has been chairman of the committee directing the program.

James B. Whipple
Assistant Director

ALEXANDER N. CHARTERS
ADULT ED. — LIB. OF C. E.
SYRACUSE UNIVERSITY

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THE ADULT AS STUDENT

Adults are different from youngsters as college students. Before entering college, they have already compiled a record of activities related to career, home, community, and cultural life which points to a pre-college development of responsibility, judgment, social relations, understanding of human beings, and cultural knowledge. The crucial difference between them and adolescents is life experience. An adult has more life experience, of a different kind from that of an adolescent, and differently organized.

How much does this adult experience count toward a liberal arts education? Should an adult who seeks a baccalaureate degree be required to pursue the same curriculum as we prescribe for youngsters? Is traditional attendance in regular college classes as valuable and important for him as for an adolescent? Are the pedagogic methods and techniques which we use with youngsters valid and effectual with adults? Is there an "adult level" in teaching? Can qualified adults be accelerated in their studies because of their special competence and their need to conserve time?

These questions can be answered only in terms of the goals of education for both adults and youngsters, which are;

1. Providing the opportunity for the acquisition and assimilation of a liberalizing and useful body of knowledge:
2. Developing the ability to think critically, reason and generalize logically, and express one's thoughts and experiences with clarity and precision;
3. Developing the acquisition of a strong sense of individual responsibility;
4. Fostering an understanding and appreciation of human personality;

5. Promoting an understanding and appreciation of the need for effective practice of good social relations;
6. Meeting the needs of the student, as an individual and as a member of society for the stimulation and continuing development of activities related to his intellectual life, his career, his home life, and his community life.

These goals are achieved in college through reading, observing, searching, thinking, talking, and writing in various branches of learning. These activities develop skills, understandings, insights, ideas, ideals, values, and a love of learning for its own sake. The curriculum leading to a baccalaureate degree generally consists of about 128 "credits" of such study, divided about equally into "prescribed" and "elective" courses. Prescribed courses are intended to develop skills, provide orientation, and introduce students to the major fields of knowledge: humanities, social science, and natural science. They are the means of insuring general education and have been required by the faculty with young, unripe students in mind. Elective courses build on this general education a superstructure of specialized knowledge and pre-professional training, with some attempt at integration of concepts.

To require an adult of forty with fruitful life experience to pursue such a curriculum planned for youngsters is inappropriate. The adult has often already developed skills of reading, writing, talking, thinking, and searching. He has frequently done wide reading, engaged in numerous civic activities, and made his mark in the business world, where he has learned responsibility, respect for human personality, and good social relations. He is usually married, established in his community, well on in his career, and eager to refine and enrich his intellectual life by subjecting his reading to greater direction, discipline, and integration. Why should he be required to sit out his time in a classroom studying English composition, principles of economics, or health education when he has already achieved in the college of life the aims and objectives of these courses? Would it not be more valid for him to be guided into the discipline and integration which he seeks, with the curriculum building upon his accumulated life experience? An adult usually has already developed insights, ideas, ideals, and values, but although he clings to them tenaciously, he needs to be made to reexamine and test them in the light of both theoretical and applied knowledge.

Traditional attendance in regular college classes is valuable for an adolescent because its requirement affords elementary discipline necessary for the buttressing of moral and intellectual fortitude. An adult, on the other hand, has had his buttressing done for him outside the classroom. He enters college with intensely serious motivation and is frequently capable of doing independent study of high quality with considerably reduced classroom attendance. His motivation, moreover, is not only more serious than that of the adolescent but of a different kind. The youngster is often attending college under duress, either because his parents insist on it or because he knows that he will be unable to find a well-paying job without a degree. As a result, he chafes under the discipline of college requirements even though they are for his own good, and he will often express resentment at having to study what is not intimately related to his notion of his vocational preparation.

Many adults who seek a degree are less vocationally motivated than youngsters. They want to learn for learning's sake, to master the academic life as they have mastered the business life. They soak up education like a sponge, absorbing what is broadly liberal, rather than professional, with avidity, sincerity, initiative, persistence, and even insatiability. Their complaints concerning college requirements are that they are made to study in elementary fashion what they have already learned through life experience. They state that they are slowed down in their studies by needless repetition and unnecessary spelling out; that they could proceed faster than youngsters, with less need of the prodding devices and leaning posts built into the traditional curriculum for adolescents. At their advanced age it is important for them to conserve time. They have little of it to waste, and they are rightfully impatient with protracted, time-consuming digressions or repetitions.

Yet independent study and release from the rigid requirements of classroom attendance are not the whole solution of the problem of the adult. Academic credit is the recognition not merely of so many hours spent in class plus the passing of achievement tests. It is also the measure of the interplay of the faculty mind upon the minds of the students. It is a token of steps taken on the road to the formation of a character. It is a symbol of the partial achievement of the most fundamental objective of education, which cannot be attained by independent study but requires a real teacher:

> The teacher must encourage identification between the pupil and the teacher insofar as he wishes to share the delight which he feels in the subject matter or the process of learning. Identification means the readiness to incorporate the teacher within the personality of the learner, and with this the conscious and unconscious assumption of attitudes and values.
>
> Everything that is real comes soon to be invested with an active, seeking love. Many a little child loves the shaft of the sunbeams through the nursery, the dew on the grass . . . and loses this as he grows up into the world of rationality. . . . With the love of a teacher . . . the sparkle of the mind itself can resist such a drying up. . . . The intensely precious intellectual and aesthetic world of an educated adult is the confluence, or integration, of elements which come from sensory hungers—like the hunger for tone, color, rhythm, and the deployment of spiralling patterns in time and space—but it is also the confluence and integration of higher order structuring tendencies that arise in the life of concepts and symbols.[1]

This objective of liberal education can be attained only through inspiration by and personal involvement with a dedicated teacher and not through mere books, syllabi, or laboratory exercises. If the goals of a college education are to be achieved, even by accelerated methods, there are obviously limits to the use of independent study, honors work, exemption examinations, programmed instruction, and TV lessons.

How, then, can we best take account of adult experience in the process of higher education so that we may capitalize on its assets and insure for the adult an enriched, liberalizing academic experience which will enhance what he has already learned from life?

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1. Gardner Murphy, Freeing Intelligence Through Teaching (New York: Harper and Bros., 1962), pp. 45, 51, 24.

THE SPECIAL BACCALAUREATE DEGREE PROGRAM FOR ADULTS

This is the problem which has been studied since 1954 in the Special Baccalaureate Degree Program for Adults at Brooklyn College in the City University of New York. The program was initiated under a small grant from the Center for the Study of Liberal Education for Adults by setting up a Committee on Admission and Evaluation composed of five professors from different departments to experiment with a pilot group of specially selected adults.

As of June, 1962, a total of 1340 applications for admission to the program had been filed by adults. A total of 300 had been accepted for admission on the basis of age, experience, intellectual ability, and motivation. Eighty-four had been graduated, 76 had withdrawn, four had been dropped from the program, and 136 were actively engaged in their studies toward the degree.

The methods of building academically on adult experience devised by the Committee have been:

(a) Evaluation of adult experience by equating it with specific college courses and allowing credits for it.

(b) Provision of special tutorial services.

(c) Formulation of a curriculum specifically for adults in the form of four basic seminars and three advanced elective seminars.

Evaluation of Adult Experience and Tutorial Services

The Committee did not, in the first year, attempt to restructure the form or content of the Brooklyn College liberal arts curriculum. Its aim was to fit adult students into the established pattern, capitalizing as much as possible on the life experience and maturity of the adults. The assumption was that by life experience, both occupational and personal, the adults had already met some of the course requirements for the degree. Where such experience was not specifically congruent with the course requirements, their maturity would make it possible for them to make more rapid progress than the younger undergraduates.

The Committee set up a panel of faculty representatives, one from each department, to evaluate adult achievement in terms of college credits through equivalence to existing courses. Each representative was recommended by his department for this purpose, and each adult was sent to those representatives in whose departments his experience indicated possible creditable achievement.

Representatives were supplied with a form on which they could record their recommendations after intensive interviews of the adults. Recommendations were of three kinds:

(a) Courses creditable without further preparation by the adult.

(b) Courses creditable after independent reading during a period of between two weeks and two months.

(c) Courses creditable after special accelerated tutorial service extending over a somewhat longer period.

The evaluation form also required recording of the specific evidence or documentation, such as examinations, objective evidence of achievement, performance, or samples of creative work, in support of recommendations. Where an adult had clearly mastered the objectives of a course by virtue of long activity in the field, he could be recommended for immediate credit by examination. A man who had spent much of his life as a leading representative of an international construction company demonstrated his knowledge of public management by passing a standard course examination and obtained credit for the course in that subject in the Department of Political Science.

Sometimes the representative felt that the student's background and experience approximated some of the goals and content of course work, but that there were important gaps in the student's understanding and knowledge that had to be filled in. In some instances, independent study was sufficient to meet the need. The student was given a Study Guide outlining the major objectives and content of the course, a reading list, and sample questions to pose for himself while studying. Eventually, his competence in the field was again certified by examination.

At other times, the representative felt that some form of tutorial work was the most effective way of making use of the student's maturity. This was particularly necessary in mathematics, a field in which most adults have little or no background. In fact, some of the adults had not even had high school mathematics. This necessitated intensive tutoring in high school mathematics in order to prepare them for college mathematics.

A number of adults with responsible supervisory experience had acquired an excellent working knowledge of personnel psychology and labor-management relations. With some independent study or tutorial work to fill in the theoretical foundations, these adults were able to obtain credit for certain elective courses in the Departments of Economics and Psychology.

A few examples will clarify the precise methods by which the faculty evaluators equated experience with course credits. For the courses in his department the evaluator made up a check list of objectives, including familiarity with subject content. During the interview with each adult, his questions searched out the extent to which the candidate had achieved these objectives. To confirm these findings, he assigned either a written examination, a performance test, or a paper to be prepared by the adult and forwarded to him for appraisal.

A woman, age 43, presented evidence of 25 years of experience as both a student and a practitioner of music, dance, theater, and television. She had written, produced, directed, and acted in a large number of plays, including a repertory of Shakespeare. When interviewed by the evaluator from the Department of English, she displayed intimate knowledge of such plays as The Tempest, As You Like It, Hamlet, Othello, and King Lear, including characterization, text, and understanding of Elizabethan stage conditions. She demonstrated an equally clear knowledge of modern drama, its history, and techniques, including the work of Ibsen, O'Neill, Shaw, and others. As a result, the evaluator recommended credit for courses in Shakespeare and Modern Drama. She also submitted numerous plays, radio scripts, articles, essays, and sketches of her own composition which demonstrated her mastery of the principles of effective writing taught in courses in Creative Writing and Playwriting, so that credit was also recommended for these courses.

When the same woman was interviewed by the evaluator from the

Department of Speech and Theater, she demonstrated marked competence through long experience in voice, diction, interpretive reading, acting, lighting, makeup, costume props, stage arrangement, and direction. The evaluator found her to possess unlimited potential in the art of communicating to others the ideational and emotional content of literature in the theater and television. Credit was recommended for specialized courses in these specific areas.

In the same way, the evaluator in the Department of Art interviewed a man, age 49, who was then the executive vice-president of a service corporation but had had considerable experience in writing and television. He had studied painting and fine arts informally and brought to the interview numerous samples of his work in charcoal, water color, and oils. His duties on the job involved blueprint-reading, mechanical drawing, and plan-making. He demonstrated to the evaluator both qualitative and quantitative performance in the handling of color, drawing, and form. He also passed performance tests of his ability to do projection sections, plans, and isometrics. He was examined in contrast printing, developing, enlarging, mounting, and other photographic techniques. In addition, he was examined in the history of drawing and in his knowledge of standard works of art. As a result, credit was recommended for courses in Design, Photography, Contemporary Art, and Mechanical Drawing.

This same man had also had long experience in the business world. The evaluator from the Department of Economics studied his experience as an executive and examined him in business practice, industrial relations, managerial labor policies, market development, price control, costs, and financing. Results of this examination showed that the candidate had at least the equivalent knowledge of students who had taken courses in Introduction to Business, Labor Problems, Personnel Management, and Commodity Distribution; credit was recommended for these courses.

It should be observed that the recommendations of the evaluators were forwarded, with notations of supporting evidence, to the Committee on Admission and Evaluation for study. They were then turned over to the Dean of Faculty and the College Committee on Course and Standing for approval after careful scrutiny by each. The Dean checked the validity of the credits with due attention to faculty policy, and the Committee frequently called for even more detailed explanation. Sometimes the Committee reduced the number of credits on such grounds as overlapping between two departments or over-specialization in certain types of courses. Occasionally, credit was denied by the Committee because recommendations included credit for courses which had in the interim been discontinued.

It should also be noted that the evaluators frequently denied adult's claims for credit when they found that, despite experience, the candidates had not achieved the objectives of the courses in question. A woman, age 53, who had had 15 years of experience as a purchasing supervisor and office manager for a large shoe manufacturing company was interviewed by the evaluator from the Department of Economics, but his examination of her actual knowledge did not convince him of the immediate creditability of her experience. "Formal economic analysis," he wrote, "has constituted little or no part of her intellectual experience. She requires a period of reading and independent study, concentrating on those phases of business organization and operations in which her practical experience has been most limited."

Similarly, another woman, age 51, who had had considerable experience in P.T.A. work, scouting, a police coordinating council, and an emergency community program for service in a disaster, sought credit for this experience in the Department of Sociology. After his examination of her knowledge, the evaluator wrote:

> This student felt that her experiences and status might provide a basis for credit in Sociology 21, The Family. This is not feasible, however, inasmuch as the course is theoretical rather than clinical. For Sociology 32.2, Community Organization, her experience is inadequate to meet the requirement of field experience, but it is sufficient to reduce materially the work necessary for credit in that course. She could satisfy the requirements thus: (a) doing an assignment in analysis of a community's characteristics from census and other figures; (b) visiting certain national agencies and analyzing their programs; (c) visiting certain neighborhood organizing agencies and analyzing their work from a theoretical and conceptual framework.
>
> She has done practically nothing of systematic study of principles and practices in community organization. For the purpose of fulfilling the requirement she could: (a) take the lectures in the course; (b) do tutorial work; or (c) read certain texts and take an examination.

The justification of credit for experience, independent study, and individual tutorial study is that it is educationally important and valuable for adults to be released from requirements in prescribed courses which they give evidence of having mastered in order that they may concentrate their time and energies on more advanced study. Release from the necessity of repeating in formal class sessions what they have already learned from life experience should enable them to intensify their study in subject matter encompassing the broad liberal academic goals established by Brooklyn College for the first two years of undergraduate training.

The committee soon found that both the evaluation of adult experience and the assignment of independent reading were not completely satisfactory in the achievement of this aim. There were gaps in the knowledge possessed by the adults which needed to be filled in and fused. Although many of them displayed a firm practical grasp of a subject like economics or sociology, their understanding of the theoretical aspects of the field was weak. Left to their own devices in studying a subject, they floundered. A large number of them obviously needed instruction in how to study, and in discipline in the use of time and energies. During the first summer of the program about thirty of the adults were assigned an independent reading program in the prescribed course in Classical Civilization. They met with a professor for one session in June and were given syllabi, sample questions, a bibliography, and an explanation of the objectives and methods of the course. They were then told to report for a formal exemption examination in September.

The results were unsatisfactory. Only six of the adults scored sufficiently high to earn credit for the course, and the papers as a whole revealed the need for more faculty guidance and instruction. It was clear that the frequent interaction of faculty and student minds was important for liberal education. Informal study was not a completely satisfactory substitute for it. Nor was life experience its equivalent. Results of the evaluation of such experience invariably revealed similar gaps in adult knowledge, especially in the theoretical knowledge and in prescribed courses, so that although adult experience could be equated with specialized elective courses, instruction of the traditional kind was needed in the prescribed general education areas if the goals of liberal education were to be achieved.

The Committee's original assumption that adult experience was probably equivalent to introductory courses was thus not accurate. Adults needed instruction in general education despite their experience. Their experience was equivalent to the specialized, "advanced" studies in which their practical knowledge was of pronounced value.

Confirmation of some of these observations was from the adults themselves. One of the features of the program was periodic social meetings of all the adults with the members of the Committee and faculty representatives during which ideas could be exchanged and stock taken of current results. The reactions of the adults were vigorous on these occasions. Although highly pleased by the acquisition of advanced standing through evaluation of their life experience, they wanted a system which eliminated grades and substituted emphasis on basic aims and objectives. They were irked by the multiplicity of course examinations, which they found too formal, too picayune, and too taxing on energies that they preferred to expend on more vital educational experiences. They wanted more group study and less independent reading. They wanted to meet with their tutors at more frequent intervals, preferably weekly. They recommended setting up interdepartmental, integrated tutorial seminars. They were hungry for more personal contact with the faculty, for more instruction, for less of the detailed and more of the comprehensive.

The baccalaureate curriculum at Brooklyn College provided from 43 to 71 credits in prescribed courses. Some of these, like Speech and English, could be grouped together in the field of Communication. Others, like Classical Civilization, Literature, Art, Music, and Philosophy, formed a group in the Humanities. Economics, Political Science, Sociology, and History formed a group in Social Science. Mathematics and the physical sciences constituted a fourth group. Foreign languages and Health and Physical Education remained, but the committee believed that these courses should be made elective for adults because of their advanced age, long experience, and often protracted absence from language study.

If, then, a curriculum for adults were constructed around these four fields, and the group tutorial method with which we had experimented were used for instruction, it would be possible to achieve the goals of general education by capitalizing on adult experience and abilities, enriching adult study, and, within limits, accelerating those adults who possessed special competence in given areas of knowledge. This could be accomplished by (a) reordering the materials in the various fields of knowledge to meet adult needs and (b) stimulating the adults to do for themselves much of the work which teachers think they have to do with younger undergraduates. Accordingly, in the summer of 1955, teams of faculty members were organized to plan four tutorial seminars, one each in Communication, Humanities, Social Science, and Natural Science-Mathematics. These seminars would represent an adult curriculum leading to the achievement of the objectives of the first two years of college. The teams prepared statements of (a) aims and objectives in testable form, (b) description and syllabi of studies to be pursued on an adult level with adult methods, over a period of from one to two academic years, and (c) suggested methods of evaluation, capable of standardization.

When the work of the teams was completed, it became clear that such an adult curriculum was the solution to the problems raised by these observations:

1. Life experience was equatable with specialized elective, rather than general, prescribed courses.

2. There were gaps in the knowledge which adults accumulated in the course of their lives.

3. Although possessed of much practical knowledge, adults lacked a sufficient grasp of theory.

4. The prescribed courses originally planned for younger undergraduates were not suited to the needs and abilities of adults.

In April, 1956, the seminars planned by the teams were approved by the Faculty Council as alternative equivalents to all prescribed courses for the baccalaureate degree. The statement prefacing the proposal to the Faculty Council was:

> The following seminar courses for adults are proposed as alternative equivalents to all prescribed courses in the core curriculum for a baccalaureate degree. Only two areas currently prescribed have been omitted: Health-Physical Education, and Foreign Languages. The first of these need not be required of adults because of their age. Many adults are already proficient in a foreign language, and they will be encouraged to do advanced work in that language in regular courses. But for the other adults there has been a long interruption in foreign language study since graduation from high school. The necessity for prolonged elementary study in mastering a new foreign language makes it desirable to make such study elective for them, particularly in view of their need for conserving time at their advanced age.
>
> These seminar courses make it possible to capitalize on adult experience by instruction in small tutorial groups conducted by pan-

els of faculty members, supplementing considerable independent study. The courses are sufficiently comprehensive and integrated at a sufficiently high level of scholarship to permit adults to build on what they have learned from life experience.

The whole group of courses represents 56 credits:

Humanities 10.2, 10.3	two semesters, 8 credits each . . .	16
Communication 10.2, 10.3	two semesters, 4 credits each . . .	8
Social Science 10.2, 10.3	two semesters, 8 credits each . . .	16
Science 10.2, 10.3, 10.4, 10.5	four semesters, 4 credits each . . .	16
	Total . . .	56

The Seminars in Humanities and Communication

The basic seminar in Humanities meets for 7 hours a week, 3-1/2 hours on each of two nights, and requires 16 hours of supervised study per week. It is an integrated study of the arts, literature, philosophy, and history. Materials are drawn from painting, sculpture, architecture, music, and philosophy, and studied both in terms of their intrinsic value as art objects and in terms of their historical setting from the Greeks to the present. A substantial reading list is supplemented by visits to museums, plays, concerts, public buildings, and other cultural repositories. The seminar is limited to from 20 to 25 adults and is taught by a professor of literature, assisted by numerous visiting lecturers from the Departments of Art, Classics and World Literature, History, Music, and Philosophy.

The seminar in Communication deals with the principles and practice of reading, writing, listening, and speaking. These skills are studied in connection with papers and reports prepared in the other seminars. It includes orientation to college study, remedial communication, and a detailed analysis of principles of effective reading and writing. It meets for 3 hours a week, 1-1/2 hours on each of two nights, and requires 9 hours of supervised study per week.

The Humanities and Communication seminars have been conducted together by the same professor and have sought to achieve the following objectives:

1. Development of aesthetic sensibilities by training in the critical principles of unity, harmony, and beauty.

2. Broadening of adults' conception of the nature of man by explor-

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ing universal themes, feelings, values, and attitudes.

3. Development of a sense of history.

The Seminar in Social Science

This seminar is a functional analysis, historically oriented, which provides a basis for understanding past and present social phenomena and the cultural roots of man's values. It deals with personality, society, and socialization, and uses materials drawn from anthropology, economics, history, political science, psychology, and sociology. It meets for 7 hours a week, 3-1/2 hours on each of two nights, and requires 16 hours of supervised study per week. It is taught by two professors, one of political science and one of sociology or psychology, who are present together at each session. The objectives of the seminar are:

1. Knowledge of the nature of man and society.
2. Provision of a basis for making explicit each adult's value system.
3. Training in critical thinking.

The Seminar in Natural Science-Mathematics

As originally planned, this seminar extended over four semesters and dealt with the content, methodology, and interplay of the various natural sciences, as well as their interaction with mathematics and philosophy.

After two years of experimentation with this seminar, it became evident that in the fields of science and mathematics adults were not tangibly different from younger undergraduates as students. Life experience had, for most of them, built up considerable knowledge of the social sciences and humanities, but they were as a group manifestly weak in their knowledge of the mathematical and laboratory sciences. The seminar instructors had to drill them in much the same way as they drilled their regular students. Although the adults worked diligently, there was not the kind of enthusiasm for this kind of study that was noted in the other seminars, and the academic results of their work were similar to those of superior students among the rest of the undergraduate body. A major problem in teaching them the basic content of the seminar was their inadequate preparation in mathematics. Many of them had never studied intermediate algebra, and those who had were only slightly familiar with it after a lapse of some two decades. It was necessary to bring their knowledge up to the level of college mathematics, and this entailed such arduous, and often tedious, efforts by both teachers and adults as to affect the time and energy which should have been devoted to the less elementary aspects of the seminar. It seemed more desirable to require the adults to complete their preparation in mathematics before enrolling in the seminar.

The prescription in the regular baccalaureate curriculum of Brooklyn College had for years been a year's study of a laboratory science—physics, chemistry, biology, or geology—and a year of college mathematics. Between 1949 and 1957 a new curriculum was developed in which the science requirement was changed to one term of college mathematics and an integrated three semester course entitled "Science in the Modern World." This course stressed the fundamental concepts, methods, growth, and usefulness of the physical sciences, presenting a combination of physics, chemistry, and geology in the first two semesters, and biology, or life science, in the third. The instructors in the adult seminar were among the planners and teachers of this new course, and the objectives and techniques were, therefore, similar in both of these approaches to the teaching of modern science.

When it was observed that the differences between adults in the seminar and younger undergraduates in the new integrated course were not substantial, it was recommended by the seminar instructors that in the future adults be enrolled in the new regular course in the same way as all other baccalaureate candidates are registered. Whenever possible, however, adults should be grouped in homogeneous sections of the course so that there may be preserved the benefits of an adult level in the tenor of the class.

Most adults tend to postpone the study of science until they have completed the seminars in humanities, communication, and social science. Many of them complete the mathematics requirement while taking elective courses after having finished with the other seminars. They thus come to the study of science later in their academic program when, to a considerable extent, they are seasoned students.

Over the years, as group after group completed the basic seminars and went on to register in regular elective courses in the various departments of the College in order to complete the degree, numerous expressions of disappointment were addressed by the adults to the committee in charge of the program. After the stimulation and mature approach to learning which they had met in the seminars, the classroom experience in the conventional electives seemed to them relatively impoverished and confining. They wanted more of the breadth and profundity to which they had become accustomed in the seminars.

In response to this need, a special research committee of selected professors was appointed to formulate adult seminars on the elective level which would offer integration and depth in advanced studies to parallel similar qualities already provided in the introductory seminars. The proposals made by this committee were reviewed by other faculty committees and were adopted by the Faculty Council. The seminars were not represented as final integrations of knowledge, but they were proposed as suggestive approaches to breaking down compartmentalized thinking. Each seminar is staffed with at least two instructors, each from a different department.

The Advanced Seminar in Humanities

This seminar is entitled "Studies in the Arts of America" and is an intensive study of American art as expressive of the values of American culture. It meets for three hours per week, requires independent work, extends over two semesters, and leads to four credits each semester.

The elementary Humanities seminar is an inquiry into the relationship between the arts and the cultural development of Western Europe—Classical, Medieval, and Modern—in order to understand how a particular era expresses itself in the metaphor of its arts, including music, literature, painting, sculpture, and architecture. Attention is focused on the interpretation of the meaning of human experience emerging out of the social order, and the spiritual and intellectual interpretation of reality in each period. Students are trained in the skills of perception and interpretation of the arts as metaphors of human civilization.

The objectives of the advanced elective Humanities seminar are:

1. To deepen the student's awareness of this relationship between art and culture by focusing the inquiry on American culture.

2. To determine the ways in which the form and content of American arts are expressive of the values of American culture.

3. To guide the student to apply his skills of perception and interpretation in detail to the arts of his own culture.

The materials of this seminar are drawn from American music, visual arts, architecture, and literature as viewed in the light of American history.

The Advanced Seminar in Social Science

This seminar is entitled "Studies in Social Science Investigations" and is an intensive study of scholarly approaches to man's basic problems in the various social science disciplines. It meets for three hours per week, requires independent work, extends over two semesters, and leads to four credits each semester.

In the first semester students attain understanding of the way in which professional craftsmen work in the various social science disciplines. The works of the scholars selected as representative could conceivably deal with a specific common problem or institution, but the emphasis in making the selections should be placed on the quality of the scholarship as indicative of the most suggestive thinking that can be found in the field.

In the second semester the students select one or more of man's basic problems and examine the way in which scholars have dealt with it. For example, the students make a critical examination of the way in which man has evaluated the role of the state and his relationships to it. They then make some critical evaluations of their own of the role of the institution in modern society.

Some of the problems considered in the seminar are the Frontier, Assimilation, Public Policy, the State, the Law, the Market, Social Change, and Social Control.

The Terminal Seminar

This seminar is open only to adults in their senior year. It is entitled "Images of Man" and deals with the promises, failures, and successes of modern knowledge in understanding the human condition. It is a critical exploration of the images of man latent in the students' previous studies in the natural sciences, in social science, and in the humanities, culminating in a consideration of the images of man manifest in the contemporary search for meaning.

In a program which in its various reaches is designed to enrich and deepen the lives of those who have already undergone significant experiences, it would seem particularly appropriate to have a terminal seminar that comes to a focus on that proper study of mankind—man, and that is able to do this by capitalizing on their studies in other adult seminars.

The promises, failures, and successes of modern scientific knowledge in understanding the human condition shape the basic theme of the course. The ability of the humanities to deepen this understanding represents the variations on this theme.

This seminar is outlined as follows:

I. The Scientific Revolution: Dethronement of Man
II. Transition: Dethroned Man's Search for Roots
III. The Counter-Revolution: The Romantic Protest
IV. The Emerging Affirmation

Tentative readings include Bronowski, Whitehead, Krutch, Camus, Buber, Teilhard de Chardin, Mumford, and Dubos, as well as Galileo, Dewey, Shakespeare, Goethe, Schlegel, Fichte, Melville, and Kafka.

CRITERIA FOR ADMISSION

When the program was launched in 1954, the Committee on Admission and Evaluation believed that its experimental work would be much more effective if the pilot group of adults were small, so that it could be studied carefully. On the assumption that the accelerative features of its planned program would invite a flood of applications if the plans were too widely known, it purposely withheld wide publicity. Instead, it sent an invitation to each member of the faculty to recommend one candidate whom he felt to be especially qualified. The faculty numbered approximately 1,000 in the day and evening colleges combined. A total of 130 recommendations were received on a special recommendation form.

After studying these recommendations, the Committee decided to limit the initial group admissions to 35 and adopted four criteria for screening applicants:

1. Is the candidate over 30 years of age?
2. Is his background of life experience translatable into an academic level of achievement?
3. Is there evidence that he possesses academic promise?
4. How would a liberal education enlarge the scope of the candidate's contribution to the community and enhance his self-realization?

To determine more clearly how each recommended adult measured up to these criteria of age, richness of experience, intellectual acuity, and truly liberal, non-vocational or professional motivation, a 6-page application form was devised for each candidate to fill in. The form contained searching questions on educational background, history of job experience, hobbies and outside interests, extent of informal reading, knowledge of foreign languages, time available for study, and financial ability, as well as age, occupation, and marital status. It included such questions as:

Are there samples, examples, or documentation for avocational activities which could be supplied if requested (e.g., paintings, sculpture, poetry, manuscripts, cabinetry, ceramics, etc.)? Describe what you might submit if called upon to do so.

Describe in detail what use you have made of hobbies or outside interests.

What kind of books do you like to read? List a few of those read during the last year and comment briefly on two or three of them.

What factors, events, or decisions have led you to your present occupation?

Do you hold any special licenses or operate any special equipment?

What experience, training, or self-education have you had that you believe should be credited toward formal recognition of liberal arts training? Please answer as fully as possible.

What will your major field of study be and why do you select it?

Why do you want to be admitted to this experimental program, and for what reasons is a college degree important to you as an individual?

Of the 130 adults, 57 were men and 73 women. Ninety-six were married and 34 were single. Ages ranged from 21 to 66, but the majority were in their forties. Almost all of them were fairly well established in some vocation. There were artists, artisans, school principals, social workers, lawyers, interior decorators, and, of course, housewives. There was also a retired army colonel, a police inspector, a dentist, a director of religious education, several rabbis, registered nurses, writers, an assistant post office superintendent, an internal revenue specialist, an engineering draftsman, a restaurateur, a rooming-house operator, a practicing chiropractor, a marine representative of a large oil company, an assistant fire marshal, and an expert on the conservation of paintings in a museum. At least two candidates were retired from active work in their vocations.

The range of these occupational backgrounds was quite impressive, particularly in view of the relatively limited formal educational training which these adults had had. Their avocational interests and hobbies also attested to their resourcefulness and intellectual drive. They had all read very widely and, in many cases, quite systematically. A number of the students prepared lists of the reading that they had done over several years, and these lists ranged from Montaigne to Mumford, from Jane Austen to Kafka. Many had hobbies in graphic arts and musicology; others had participated in such community activities as the League of Women Voters, in local political clubs, and church groups. Some had traveled widely. Three were refugees who spoke a number of foreign languages. Two students were engaged in writing novels, one was preparing a libretto, and still another was writing a book on the carving of driftwood. They were, in brief, a talented and energetic group of adults. There was ample evidence in the applications of these adults that the significance of a college degree to them lay not merely in its marketability or vocational value but in its liberal and cultural aspects as well. The adults were mature, thoughtful, and eager, with rich, diversified backgrounds that would obviously seem to correspond in considerable measure to the achievements expected in the attainment of a liberal degree. Of the 130 total, 78 had had a year or more of college work, 45 had completed high school but had never attended college, and 7 never had graduated from high school.

In scrutinizing the 130 applications, the Committee observed marked differences in the quality of experience, intellectual drive, and motivation. One woman, age 43, was a school clerk who had attended college for a year. Her experience was limited to clerical work, such as that of a switchboard operator, stenographer, and assistant bookkeeper. She listed music and the drama as hobbies, noting that she enjoyed attending concerts and plays. Her outside interests were limited to membership in the Girl Scouts and the local Parent-Teacher Association. She wanted a college degree in order to qualify for a license as a kindergarten teacher. In analyzing her application, the Committee felt that her experience was quite limited and not clearly translatable into an academic level of achievement. There was no convincing evidence of sufficient self-education through informal study to indicate strong academic promise or capacity for greater self-realization. The candidate was, therefore, rejected.

Another woman, age 45, was a housewife and part-time voice teacher whose formal schooling beyond high school consisted of music study. She had had experience as a factory worker, saleswoman, and music teacher. Her hobbies included sewing, millinery design, musical composition, and verse writing. She was active in several women's civic organizations. She knew three foreign languages and wanted to major in Speech with a view to becoming a speech therapist. Although this application also showed limited background, the Committee decided to postpone decision on its acceptance until the candidate had been given a counseling interview. The counselor found that her experience could be equated with very few credits in music and, although she possessed seriousness of purpose, her "capacity for logical thought" was merely satisfactory. His overall appraisal of the candidate was "questionable," and in his concluding statement he wrote: "Although as an individual she seems to possess adequate intellectual capacity, there are doubts in my mind as to her suitability for this project. Her background is very much overbalanced in music. In other areas it is weak." This candidate was also rejected.

Candidates who were accepted by the Committee for diagnostic testing were those whose applications showed rich experience, strong motivation, and academic promise. One of them was a woman of 35 who had attended high school and boarding school abroad. She came to America in 1939 and worked first as a private secretary to an art dealer and then as a medical assistant to a lung specialist and surgeon. In 1945 she was sent overseas by the U. S. government. There for the next seven years she performed duties involving official censorship, translation, writing reports, and legal research. She was at different times associated with the departments of military intelligence, budget, housing, welfare, and the Provost Marshal. In addition she did responsible work in welfare organizations on a national scale. Her chief interest was in studying the social, economic, and political problems of Eastern and Central Europe. She wrote:

> It is my feeling that my 15 years of working experience, consisting of administrative, legal, personnel, secretarial, and certain phases of social work, should equate to some degree a portion of a formal academic training. During this period of time I have gained maturity in dealing with life's problems, and I feel that I have a greater amount of stability in helping other people and myself to work out the various goals in life. . . . If an opportunity is granted to me to complete my B.A., I intend to go on to graduate school of social work.

Another woman, age 56 and a grandmother, was a housewife who was graduated from an Austrian gymnasium in 1916. From 1918 to 1924 she was employed as a copywriter and house organ editor, reading foreign books for movie adaptation. Since 1940 she had been devoting 4 hours daily to writing. She had completed two novels and was in the midst of writing a third For more than 15 years she had practiced concentrated self-education through membership in a voluntary study group and had taken various workshop courses. Her goal was to become a teacher of English on the college level in order that she might share with young people the fruit of her mature experience and thought in the world of letters.

The applicants were asked to take the American Council on Education's Psychological Examination as a means of obtaining some evidence of scholastic aptitude. Only 99 actually appeared for the test. The committee on Admissions and Evaluation decided that 50 of these would be selected for further screening on the basis of their performance on this examination.

A two-hour screening and counseling interview was then scheduled for each of the 50 candidates who scored highest on this test. For this purpose the Committee developed a Counseling Interview Form by means of which the counselor could be guided to make a thorough analysis of the candidate's background, specifically in terms of the Brooklyn College requirements for the baccalaureate degree. The Committee could then have in succinct form a picture of each candidate's estimated adult achievement as equated in terms of academic credits, as well as his deficiencies, his major interest, his estimated status, and his ability to earn credits in specific departments through independent reading, tutorial devices, etc. The Counseling Interview Form also provided information on the candidate's motivation, steadfastness of purpose, and character.

Early in June, 32 candidates who survived the rather formidable series of hurdles were finally selected. They were then given the new 4-hour Area Tests devised by the Educational Testing Service at Princeton. These tests are designed to assess the broad outcomes of education in the liberal arts. They provide for a comprehensive appraisal of the college student's orientation in three principal areas of human culture: social science, humanities, and natural science. The tests emphasize the abilities and understandings which are important to the individual's effectiveness as a member of society. The questions are intended to test the student's grasp of basic concepts and his ability to apply them to the variety of types of materials which are presented for his interpretation.

In recognition of the differences among institutions and students with regard to course preparation, the tests are aimed beyond the details of specific courses in an attempt to reach toward those goals of education shared generally by liberal arts colleges. The test results are reported in standard score form based on the performance of students in a carefully selected sample of colleges and universities. The Committee believed that the results of these tests would shed light on the liberal arts value of the adults' background of experience and informal study.

The criteria for admission to the program changed as the experimentation by the Committee progressed. In selecting the first group, the Committee was especially concerned with the richness of the adults' background, since its findings by working with such a group would clarify the extent to which adult experience could be equated with college credits. Its observations at the end of a year's study of their records made it clear that adult experience was not enough to insure the achievement of the goals of liberal education. As pointed out earlier in connection with the discussion of the evaluation of experience, the faculty discovered gaps in knowledge and understanding, failure to synthesize knowledge and theory, and awkwardness in reading and study techniques. Yet their maturity and mental acuity made possible rapid and effective response to guidance in the correction of these deficiencies. Hence the faculty indicated some reluctance to recommend outright credit before a brief period of rounding out the adult experience with academic preparation.

Accordingly, in selecting the second group, the Committee placed greater emphasis on the seriousness of the adults' motivation, their academic preparation, evidence of sincere intellectual interests, intellectual ability, and scholastic promise. The applications were carefully screened by the Committee with these criteria in mind. This time the Area Tests were administered prior to admission to those adults who survived the first screening. A cut-off score of 450 on each part of the tests was fixed as a requirement for acceptance, with provision for occasional exceptions if there were strong reasons stemming from the other criteria. Those adults who passed this hurdle were invited to the counseling interview. The committee made the final selection after studying the counselor's recommendation.

The third group was admitted when the committee was planning the

TABLE I

The table below shows the pertinent data concerning the twelve groups admitted between 1954 and 1962:

Group	Date of Admission	Total Number of Applications Considered	Number Invited to Tests	Number Invited to Interview	Number Accepted	Number Actually Registered
1	June 1954	130	32	50	32	27
2	Feb. 1956	203	59	37	30	24
3	Feb. 1957	130	50	26	24	20
4	Sept. 1957	78	36	30	30	23
5	Feb. 1958	163	64	37	37	36
6	Sept. 1958	129	64	39	39	36
7	Feb. 1959	52	-	27	22	22
8	Sept. 1959	70	-	29	26	22
9	Feb. 1960	66	-	26	20	20
10	Sept. 1960	57	-	23	21	17
11	Sept. 1961	132	90	44	31	26
12	Sept. 1962	130	83	47	27	27

Group	Still in Attendance	Graduated	Withdrew
1	0	15	12
2	3	12	9
3	3	13	4
4	4	9	10
5	9	16	11
6	15	7	14
7	11	7	4
8	11	4	7
9	17	1	2
10	12	0	5
11	24	0	2
12	27	0	0

formation of the group tutorial courses. It was necessary that the adults in these courses exhibit homogeneity in ability and motivation, as well as in richness of background. Somewhat more emphasis was, therefore, placed on these criteria as attested by the applications, the tests, and the interviews. By the time the fourth group was selected, the seminars had been formed. It now became necessary to restrict the number of adults who had advanced standing, for an adult who already had credit for prescribed courses would not be eligible for the seminars. The program was now on a fee-paying basis. The pattern for the procedures in screening applicants for admission had also been influenced by the advice of tutors, evaluators, counselors, and administrators. This pattern was found satisfactory and was followed in the selection of subsequent groups:

1. Age, preferably over 30
2. Rich life experience or informal academic preparation
3. Seriousness of motivation
4. Academic potential and intellectual acuity
5. Preferably no advanced standing
6. Stability of personality
7. Ability to pay fees

THE LIMITS OF EXPERIENCE CREDITS

To attain a baccalaureate degree, an adult must, like an adolescent, earn 128 credits. Of these a total of 56 must be earned in the basic seminars and a minimum of 18 must be completed in residence on the campus to meet the functional major requirement. The theoretical limit on credits for adult experience is thus 54. Actually, the average number of experience credits for which the adults have qualified is 32, with some adults achieving as many as 46 and others none. Most candidates find that they want to earn by course attendance more than the theoretical minimum number of credits required in their cases in order to strengthen their fields of specialization, to meet professional requirements, or simply to study and learn more. They frequently will not apply for experience credits in certain areas in which they may be qualified because they prefer to "earn" credits instead.

The departments in which most experience credits have been granted are English, Art, Music, Economics, and Speech and Theater. Courses judged creditable without further preparation are, for the most part, those concerned primarily with skills. Informational or theoretical courses are less often so judged.

THE EFFECTIVENESS OF THE PROGRAM

One way to measure the effectiveness of the program is to consider the kind of adult who has been attracted to it. Many of them had been forced to go to work at the end of their high school training because of the depression. A large number had been graduated from high school sometime in the 1930's and had wanted to go to college but were driven into employment by financial circumstances. With increasing work and family responsibilities, they found it impossible to realize their desire for a college education. That they rose to responsible positions without one was testimony to their ability and strength of motivation. It was also evidence of the feasibility in American society of rising to the top despite the lack of a formal degree. For years, many of them cherished the hope of a college education but were dismayed by the thought of rigid and time-consuming curriculum requirements which might necessitate tedious repetition of material already familiar to them, or attendance in classes with their juniors in years and outlook. Getting a baccalaureate degree now meant the completion of important unfinished business.

Some hoped to go on to new careers with the aid of liberal arts training. A number of adults in their early forties had had almost twenty years of civil service experience and would soon be eligible for retirement. They hoped by means of liberal arts training to start on a new and completely different career. A telephone switchman wanted to become an ordained minister and work in a rural pastorate. A fire marshall wanted to teach in a vocational high school. Others felt a personal need for a liberal education. An industrial engineer who did not need the degree for his work felt that he had neglected the pleasures of literature and art all his life. He wrote, quite appealingly, that he sorely missed the ability to enjoy music, literature, and the theater. Still others said that although they had read widely, their self study had been disconnected. What they felt was the intellectual and emotional need to have their knowledge pulled together, organized, given perspective and coherence, and this only a liberal arts education could do for them.

One woman, who was 59 years old, received a B.Litt. in Journalism in 1917 and worked as a reporter and editorial assistant until 1920. Then she married and devoted herself to homemaking. She wrote:

> When I was widowed suddenly a few years ago, I resumed studying to keep my mind and time occupied. It has become my main interest. I like to explore new fields. My major interest is English and literature, possibly further study in German literature. To balance, I'd like some natural science. Another degree is not important to me. I'm interested in guidance toward a well-rounded liberal education, instead of continuing to select isolated courses by myself. I'd like to have a goal.

A man who owned a mail order business at age 37 found his college career interrupted early in life by prolonged illness of both his father and mother:

> For 15 years one thing or another has developed so that I have had to devote all my attention to earning a living. . . . During the war I became a fair tool engineer, learning from $42.00 worth of books, and ran a shop producing fine precision parts. The shop ran day and night and employed 150 machinists. I was accepted as a senior member of a society of engineers. . . . I prepare a 50 page catalogue each year, doing most of the art work, etc. myself. . . . During the past year I have been working on a book to be used by teachers in the elementary schools. . . . I don't think it very essential for me to attend an English literature class and spend time listening to the instructor answer the question, "Teacher, what does 'satire' mean?" That is what I am doing now.

A police inspector attended evening high school until 1918, when he left without obtaining a diploma to work as a chauffeur-mechanic and, later, as a mail clerk. In 1925 he became a patrolman, and in the next three decades, he rose successively to sergeant, captain, deputy inspector, and finally inspector. He cited as experience which should be credited toward formal liberal arts training "twenty-nine years in police work dealing with all types of people, in all walks of life, under all sorts of conditions . . . and rising through three competitive civil service tests to the highest civil service rating, while at the same time raising a family of five children, two of whom went through college." Now at age 52, he sought a college degree with a major in sociology "to be of service to my community and its people." To him a degree was the key to "select circles of authority."

The chief executive officer of a construction and trading company wrote:

> Early in my years as a probation officer, my contact with low in-

> come groups evoked in me an interest in mass housing. My connections with Zionist activity in Palestine, with its emphasis on colonization, served to further this interest and to bring me into contact with problems of village and urban planning. When I was approached by a major construction and colonizing agency and asked to form an American subsidiary, I recognized an opportunity to enter one branch of the housing field. The challenge was underscored by the enormous housing shortage in Israel. . . . My association with the Zionist movement and its international aspects has given me a practical understanding of historic forces. . . . My work requires an understanding of international economic forces which have their roots in world events. I believe that a formal academic degree is a form of public recognition of a certain educational and cultural status and therefore desirable.

Only about 23 per cent of the total number of applicants were accepted for admission as a result of rigid screening. A large proportion of those not accepted were, nevertheless, adults of considerable academic promise. Because of the nature of its experimental work and the limitations on college facilities, the committee had necessarily to limit acceptances to small groups. It may be estimated that, under less constricted circumstances, these groups could have been tripled in size, although with some lowering of standards.

In the view of the committee, the applicants did not represent a special, depression-produced age group, but rather a typical sample of adults who, in American society, have experienced the interruption of their studies in youth because of economic circumstances. Our society permitted them to attain outstanding achievements and advancements without formal schooling. Despite the existence of the degree as a "formula" for economic and social advancement, in actual practice many people may advance without it. Here is strong justification for the liberal, non-vocational education of adults.

The nature of the student body in the project may be clarified by a description of some of the adults who made up a given group:

1. A man, age 50, now president of a large national chain of retail drug stores, had studied pharmacy briefly in 1926. He had 28 years of experience as buyer and manager in various merchandising enterprises. He had been chairman of numerous large scale fund raising campaigns of philanthropic organizations and was a trustee of a college of pharmacy. Thoroughly versed in business and finance, he was motivated to earn a college degree at this stage in his life by the desire to "teach young people at the college level the skills and knowledge acquired over a life-

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time in the business world."

2. A woman, age 40, had attended high school in Johannesburg, South Africa. She had 12 years' experience in office management in a variety of enterprises from art galleries to benevolent societies and was now director and coordinator of volunteer work in an institution for the mentally retarded. She had a long list of hobbies and community interests, was widely read in English and American literature, and was married to a young professor of education. She wished to major in sociology and enter the field of social work.

3. A man, age 52, now president of a large printing firm, had had 37 years of experience in printing and publishing. Active in community organizations, holder of several awards for distinctive printing, and thoroughly at ease in the business world, he had risen to his present position from that of a poor immigrant boy who began to learn English at age 10. His counselor wrote of him: "While evidently a hard-headed business man, he has retained a delightful freshness of outlook, vigor, and enthusiasm. He would have much to offer through development of resources for academic work."

4. A man, age 48, who was born in Puerto Rico, had been in New York City for 30 years. For the past 10 years he had been a Producer-Director-Announcer of daily Spanish Radio Programs beamed to half a million Puerto Rican residents in the city. Intensely interested in the welfare of his people, he had sought for years to educate himself by reading, traveling, and meeting people. He had sailed as messboy, steward, or waiter on ships sailing to many European, South American, and Asian ports, had run unsuccessfully for city councilman, and, in his job, sought out sponsors and lined up talent in addition to writing copy. His father had been vice-president of the Workers Federation of Puerto Rico and member of the House of Representatives. The son was similarly interested in public affairs and sought to emulate him in the political realm. His ambition was to study law, to win public office, and to devote his energies to improving the lot of his fellow Puerto Ricans in New York City.

The average age of the adults is between 35 and 45. Some are 30 and some are over 70. Three-fourths of them are married, with an average of two children each. Their occupations range from "Executive" to "Retired," with most of them in the semi-professional category. Two-thirds of them are graduates of academic high schools. Many have merely a high school equivalency diploma. Large numbers of them have hobbies in the arts and home crafts, and are active in church and civic affairs. All of them are strongly motivated by cultural, professional, or personal fulfillment drives.

A second measurement, of course, must be an evaluation of the effect of the program on the participants. What do they think about it themselves? What is the faculty opinion? What have the students done since graduation?

In a review in The Harvard Educational Review (Spring 1962) of Adult Experience and College Degrees, a report on the program published in 1960, one of the graduates of the program wrote:

> There is a cadre of mature adults in every urban center: men and women lacking college degrees, dissatisfied with the haphazard adult education courses offered by almost all "in town" institutions. These "extension" or "non-credit" courses have no unity or purpose. Attending such classes may be preferable, to reasonably intelligent, mature adults, to watching the inanities of television, but they fail to stimulate a drive for a goal, without which studying is sporadic and usually dies on the vine.
>
> I personally profited enormously from the project. . . . I learned much about the workings of the academic mind which . . . the immature student rarely learns. This knowledge is a bonus of the plan and carries no credit. But in these times of the ascendancy of Academe in government to an extent not seen since the early New Deal, it is of infinite value to have knowledge of the curious operation of the professorial thought process. . . .

Such is the estimate of the value of the program to one type of its graduates. Inherent in his remarks is the retention of an air of condescension toward book learning which is characteristic of the American self-made man. Other types of graduates have expressed different estimates, and so have the many professors who have taken part in the instruction and examination of the adults. One professor wrote in response to a questionnaire:

> More interested in acquiring knowledge and culture than in learning a trade or marrying a doctor, adults are frequently overzealous as students. Many try to do too much at once, to take too many courses, to read every conceivable book on a given subject, to write course papers that are equivalent to doctoral dissertations. This zeal makes splendid students but can lead to discouragement at the bulk of what remains to be learned.
>
> Many adult students approach their teachers as social and intellectual equals—after a semester or two of excessive humility and

> awe. This equality, which places student and teacher in the position of sharing information for their mutual benefit, is possible only with adult students. In a class of adults I feel that we are all equals, and each person has his own area of expertise. It happens to be my area that's under discussion, so I'm the leader; if it were some other subject, one of my students might be the teacher.
>
> Adults are more aloof and restrained than youngsters. On more than one occasion my older students have functioned as advisors to my younger ones, but some adults are more aware than youngsters that their role as students ends at the classroom door.

Another professor wrote:

> Adults exhibit enthusiasm for learning relatively rare among younger undergraduates, coupled with a strong drive to achieve at a high level. . . . They use their intelligence with greater discipline than youngsters. They show much greater respect for their teachers. . . . Some that I have tutored are simply extraordinary human beings. They were successes in life and carried over the same pattern of diligence to their work in the program. There have been some, however, who, in my estimation would not receive a college degree.

The adult who returns to college in middle age after having successfully risen in a business or vocation, established a family, and set his mark on the community in which he lives is, as a student, anomalous. On the one hand, his extensive life experience has already developed in him a variety of skills and understandings, as well as a fund of considerable information, so that in classroom discussions he is a delight because of the readiness and substance of his contributions. Since his motivation is usually non-vocational and broadly liberal, his interest in studying is marked by avidity, sincerity, initiative, persistence, and even insatiability. So ardent is his eagerness that he chafes with impatience to hustle through college, as he has through business, and go on to graduate school.

On the other hand, adult students often have characteristics which, in an academic setting, are disturbing and at times even disruptive of the normal learning process. Their training in "the college of life" and their age have given them rigidity and lack of elasticity in attitudes, behavior, and thinking. Their self-image is quite set. Sometimes they are fearful and anxiety ridden in connection with examinations and term papers. They attach greater importance to grading by their professors than the youngsters, and they will feel hurt or literally insulted if they get a C instead of a B. Competition is much keener among them than among the younger students and they will spend an inordinate amount of time and energy in efforts to outdo their adult classmates, no matter how unimportant the academic privileges which they may have managed to obtain from their teachers or the administration. They will sometimes complain, argue, appeal, write letters, stay after class, play off one professor against another, cite irrelevant authorities, and occasionally make a nuisance of themselves if in these ways they can obtain more credits, higher grades, the envy of their peers, and, most importantly, the approval of spouses, children, and children-in-law. With ingenuity and subtle planning, several adults have managed their college careers in such a way that they graduated on the very day that their son or daughter received a degree. In short, status and prestige are much more important issues to them than to regular students.

Of the 84 graduates of the program as of June, 1962, 54 graduated with honors, 9 summa cum laude, 13 magna cum laude, and 32 cum laude. A total of 49 have gone on to various graduate schools. Twelve graduates have already earned a Master's degree. Four are candidates for the Ph.D. Three were awarded Alvin Johnson Prize Scholarships. One was the recipient of a $500 scholarship at N. Y. U. Another received a Princeton scholarship in chemistry.

After eight years of operation of the program a questionnaire was sent to each of the graduates designed to ascertain two kinds of information: first, critical evaluations of the program itself; and second, information regarding personal, academic, and vocational outcomes.

One man, age 40 when he applied for admission in 1957, was at that time the manager of a funeral parlor, married, with two children, ages 6 and 15. He had had more than 20 years of business experience in various capacities, from assistant buyer to purchasing agent, and had been active as a speaker for years in civic organizations. He wrote in his application:

> I have read extensively through a range of subjects from aesthetics to zoology. I am blessed with a very retentive memory and have retained in large measure most of that which I have read. I feel that scholastic training would organize and synthesize this varied information into a body of knowledge. Only through a formal college education can I feel that I am a whole person. I have been an intellectual groper for many years, worrying the fringes of knowledge. Too often the meat of learning has eluded me.

He was graduated magna cum laude in February, 1962, having received 30 credits in economics and speech for his life experience. His major was political science. In his reply to the postgraduate questionnaire he wrote:

> My intellectual horizons have been broadened so that I have a far deeper understanding of the world in which I live and the society of which I am a part. I am more comfortable and at ease with myself. I am now an operations vice president, a bigger job with considerably more responsibility than before. My present goal is the Master's degree in political science. My hope is that, when this is accomplished, I will be able to enroll for the Ph.D. My relatives were enthusiastic, proud, and encouraging; they want me to continue, now that I have achieved an ambition that had lain dormant for 25 years.

A woman, age 43 when she applied in 1957, was a bookkeeper with wide reading interests who had left high school in the early 1930's because of economic necessity. She scored very high on the diagnostic tests and impressed her professors as "highly motivated, capable, responsible, and sensitive." She received 20 credits in literature and economics for her life experience and informal study, was awarded the degree cum laude in 1961, with a major in history, and was appointed as a teacher in a New York City secondary school. She wrote:

> I feel that the program has helped me grow intellectually and emotionally. . . . I never told new acquaintances about my not having finished school. Now I have a new security. I have met people like myself with similar interests and goals. I have a perspective of history, literature, and science. Ever since I can remember, I had wanted to be a teacher. Now it has become possible for me to do what I had always dreamed of. I intend to obtain a Master's degree. I often wished that I had not been given any credits for experience. I found that there were many courses that I would have liked to take but could not because I had been given credits in other fields.

Here are other comments made in response to the questionnaire:

> The program has shown me that my mind at sixty is as active and able to learn as it was at sixteen.
>
> My studies helped me in a sane reappraisal of values; they equated for me a fat but tension-earned pension with the probability that I would not live to benefit from it. When you have started on the down side of fifty, this kind of decision is difficult.
>
> The program opened up whole new areas of thinking and learning . . . and increased my self-esteem. Next month I begin service as a psychiatric social worker in a large hospital instead of continuing as a book dealer. I will soon take my comprehensive examinations for the Ed.D. degree.
>
> As an artist, I am still pretty much of a "specialist," but my studies have enabled me to take a much broader view of life.
>
> I used to believe that "knowledge means power." My studies have taught me that knowledge is a virtue. . . . I have completed all basic requirements for the Ph.D. and am writing the thesis.

> I have developed a more logical and scientific approach to the written word. My education in the program has given me gratification and pride. My family and friends look upon me as one who has completed a Herculean task.
>
> I am working for the doctorate and find that I am better trained in the social sciences than any of my peers who have taken courses in the usual way. While I was a successful business man before returning to college, I understand myself and the behavior of other members of our society in greater depth. My friends and relatives had expressed ridicule, amazement, and disbelief; now they are proud of me.
>
> I have been forced to reexamine many concepts and beliefs which had hardened into prejudices. I certainly am far less certain of the wholeness of many "truths" I once held rigidly.

Not all of the replies to the questionnaire were as gratifying as these. Some of the adults betrayed rather deep seated emotional problems which showed clearly in their responses. A woman of 35 who was an office manager graduated magna cum laude in February, 1962. She wrote:

> This was an excellent experience for me emotionally. I always have thought of myself as intelligent, but having no yardstick and no proof, I was uncomfortable. Finding myself in a college situation where I was able to get good marks without expending too much effort had a very calming effect on me and has made me much easier to get along with. There is still a certain status involved in a college degree, and I am benefiting somewhat from its acquisition. . . . However, basically nothing has changed. I am doing exactly the same work I was doing before. I would suggest that a less rosy picture be presented to the individual upon entering the program. I do not know of anyone in the program who was not disappointed.

Another woman wrote:

> My studies served to divert a mind full of grief that could not be assuaged in any other way. No doors open wide for the handicapped, 56 year old widow with limited commercial experience just because she now can show proof of an ability to study philosophy et al. and attain a degree. I earned 12 credits toward an M.A. in Humanities and was very unhappy with the quality of the curriculum. A waste of time; a discouraging experience which has made me question the advisability of continuing toward a second degree.

A woman, age 37 when she applied for the program in 1957, described herself as a "homemaker, rooming house keeper, and manager of bookstore." She had a striking record as a poet, short story editor, painter, and student of dramatics and comparative religion. She successfully qualified for 48 credits in English, art, speech, and world literature for her life experience and informal study. She graduated cum laude in 1961. She wrote:

> Emotionally I have acquired some feeling of satisfaction in attaining

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> a degree. But, to be honest, this in itself never did and does not today mean too much to me. My age, my sex, and my residence in the metropolitan area have been held against me as graduate school material. I had 1500 poems published and have taken 12 credits in graduate work, but I still must acquire an M.A. and a doctorate before I will be allowed to do what I am convinced I could do successfully before I entered the program. . . . I have always been a zealot in the fight against prejudice because my sense of injustice was offended even though I was not personally attacked. . . . Now I am confronted with the fact that institutions of higher learning are so bold as to advertise different kinds of prejudice: "We want men under 30."

Over the eight years of experience with these adults, it has become clear that good personality adjustment is as important in the prognosis of academic success both in college and afterward as intellect, life experience, and motivation. Avowals to the contrary aside, most adults who come to college despite the patent security of job, status, family, car, and bank account do so because, lurking beneath the comfort of these social attainments is dissatisfaction with their present way of life, in some instances as a result of problems of an emotional nature.

Beneath the sturdiness and hardihood of adult status, and the achievements in their lives, there lurk the problems and conflicts of youth which, under the pressures and demands of the college, will reappear and at times militate against the effectiveness of learning. Indeed, the adults' desire to go to college and earn a degree may in some instances be the manifestation of an emotional problem, and the liberation resulting from education may be therapeutic for them in that it alleviates these problems.

Study of drop outs and graduates reveals that emotional stability is a factor of great importance in success in the program. It suggests that more stress should be put on emotional stability in selecting adult students. The achievements tests so frequently used for college entrance screening, might perhaps be supplanted by I.Q. examinations, plus psychological interviews and testing.

The selection of students was one of our most challenging tasks in initiating this project. It continues as an area for our regular re-examination and study. In the meantime, however, as the testimony from students and teachers quoted here indicates, the program is serving highly talented adults to complete important education objectives interrupted in youth.[2]

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[2] For a more detailed discussion, see "Adults That Grew in Brooklyn and Some That Didn't," By Bernard H. Stern, an essay in: Russell Smith (ed.), Ten O'Clock Scholars: Essays on Higher Adult Education (Chicago: Center for the Study of Liberal Education for Adults, 1963).

COVERING COSTS

During the first year of the program a grant of $15,000 was made by the Center for the Study of Liberal Education for Adults to cover the costs of the committee on admission, administration, clerical services, testing, counseling, evaluation of experience, and individual tutorial instruction for the small number of adults enrolled. This grant, which was renewed for the following year, was sufficient to cover these costs in view of the fact that all other overhead expenses, including a large portion of administrative costs, were absorbed in the normal operating budget of the College.

In 1956, when the special adult seminars were formally established and the experimental activities of the Committee were expanded, it became clear that $15,000 would be sufficient merely for the costs of the Committee and the administration of the program. Additional revenues would have to be found for the costs of instruction, testing, counseling, evaluation, and clerical services. The Committee had observed that the adults, in general, could afford to pay fees for the special, individualized services which they received. It was decided that a schedule of such fees would provide the income required for the continuation of the program and that in time it would make it self-supporting. Brooklyn College is a municipal, tax-supported institution. For those students who meet the legal requirements of citizenship and residence in New York City and who are classified as matriculated for the baccalaureate degree, tuition is free. Students who do not meet these requirements are otherwise classified and are required to pay tuition fees. For adults in the program, special fees were established for the special services afforded them. When, prior to 1958, the regular tuition rates ranged from $7 to $9 per credit, the tuition rate for adults in the program was $15 per credit. When the range became $9 to $12.50 per credit, the special tuition rate for the adults was increased to $20 per credit. In addition, some part of the costs of diagnostic tests for admission, evaluation of experience, and counseling services were met by the imposition of other fees ranging from $7.50 to $15 for each service. The fee structure thus established provided for approximately from 60 per cent to 80 per cent more fee income proportionately per adult than the normal tuition fees would provide. This additional income made the program virtually self-supporting, except for certain overhead expenses.

The schedule of fees was as follows:

(a)	Tutorial Service (Individual or Group)	$20 per credit
(b)	Independent Reading (Preliminary conference plus examination and certification)	$20 per course
(c)	Initial Counseling Interview for Admission	$10
(d)	Diagnostic Tests	$ 7.50 each
(e)	Evaluation of Experience	$50

It should be noted that tuition fees were not charged for credits granted for experience. The Evaluation Fee of $50 covered charges for evaluation of an adult's experience in all departments in which he was examined for such credits. This fee was fixed and was not related to the number of credits recommended by the departments. The policy of not charging tuition fees for these credits was based on the assumption that they were similar to credits for advanced standing from another college. The determination of their validity, on the other hand, required special service for which a fee could be legitimately imposed.

Fees were computed to cover the costs of administration, clerical and auxiliary services, and supplies, as well as instruction and counseling. Of the $50 evaluation fee, $15 was paid to each evaluator. Any residue was retained for auxiliary expenses. When an adult registered for an individual tutorial course leading to 3 credits, his tuition fees totaled $60. Of this sum, $37.50 was paid to the tutor ($12.50 per credit), and $22.50 retained in the program account. When he registered for a seminar leading to 8 credits, each adult paid $160. The instructors in the seminar were paid by the hour at their regular rates, with payment for approximately 35 per cent additional hourly time added to their actual teaching time in order to compensate them for the extra planning and preparation involved in so unusual a course. Despite this higher instructional cost, there was a residue from tuition fees to cover other services. In the same way, the diagnostic test fee of $7.50 was computed by adding the actual per capita cost of $5 to $2.50 for administrative and clerical costs. There were semilar residues from the counseling and independent reading fees.

Two formal analyses of costs in the project were made between 1954 and 1957, the results of which showed that a program of this kind could be introduced into a college with a moderate investment of funds. The unit cost was approximately 35 per cent higher than that of the regular degree program. The imposition of fees totaling from 60 per cent to 80 per cent above those charged to regular students more than covered this unit cost. The relatively small size of the adult group, about 135 out of a total enrollment of approximately 9000 students, did not cause any measurable increase in the normal overhead of the College, and this would probably be true for colleges other than Brooklyn. Most colleges have some unused capacity to absorb additional students without any corresponding increase in overhead.

In another sense, the educational costs in this program may reflect a saving over the costs of the regular undergraduate program, because the total amount of instruction necessary for a project adult to earn a degree is considerably less than that required for a regular candidate. The generally accepted unit of cost reference is the student-credit-hour, or a closely related full-time student equivalent. This measure of cost performance is appropriate for the traditional degree program, but is it really meaningful for the adult program in which life experience is equated with credits? Some other unit might have more actual significance. The cost per degree granted, for example, would obviate the difficulties inherent in more limited cost ratio comparisons which fail to allow adequately for differences in the nature and techniques of an adult degree program.

In assessing the financial feasibility of the program, it should be noted that, at best, cost data can only suggest broad questions which qualitative considerations and value judgments must help to answer. It is clear that numerous adults are able and willing to pay for an educational program which is particularly adapted to their needs and abilities. By establishing a fee structure sufficiently higher proportionately than regular fees to meet the expenses of admission, counseling, evaluation and special instruction, other colleges should find it financially feasible to offer a similar adult degree program in terms of the needs, abilities, and experience of mature adults with only a moderate investment of funds. As at Brooklyn College, such an investment can yield very substantial educational achievement which, by qualitative considerations, shows a profit.